THOSE IN THE DARK SILENCE

By
CORINNE ROCHELEAU
And
REBECCA MACK

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CLASS IN RE-EDUCATION OF THE DEAF-BLIND. INMATES AND FORMER PUPILS OF THE SISTERS OF PROVIDENCE, AT MONTREAL, CANADA. FROM LEFT TO RIGHT: ELIDA BERNARD, SISTER ANGELIQUE-MARIE, DELIMA BERNARD, BLANCHE BERGER, PARMELIA VANIER, CLARA BERGER, ADÉLIA RACICOT, ALEXANDRINE LANGUERAND, ALVINA LORTIE.

Those in the Dark Silence

The Deaf-Blind In North America

A Record of To-Day

BY

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BY
CORINNE ROCHELEAU
AND
REBECCA MACK

To the dear memory of

Our Friend and Mother,

THERESA B. MACK,

Whose love and unselfishness

made possible

The writing of this book

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Contents

Chapter I. The Deaf-Blind, Their Numbers and Needs 9
Chapter II. Different Types of Education. Need of an Educational and Welfare Center 15
Chapter III. Role of the Psychologist and the Medical Man. Home Training in Pre-School Years. Social Training and Contacts 29
Chapter IV. The Problem of Work for the Deaf-Blind 37
Chapter V. The Parts of State, Church and Welfare Societies 47
Statistics 53
Numbers by States 54
Biographical Section 57

Illustrations

Class in Re-education of the Deaf-Blind ..... *Frontispiece*
One Kind of Alphabet Glove 22
Helen May Martin 32
Virginie Blais 34
Almira Carlysle 72
Tad Chapman 74
Mrs. Breta Cornelius and Miss Lovelia Hilty 76
Charles Crane 80
Eva Hall 92
Helen Keller 102
Louis R. Kelley 104
Emma Lenz and Vallie Douglas 110
Jess Liston, with Supt. Pittenger 112
Harriet W. Manning 118
Leslie F. Oren 130
Ira Rathbun 138
Clarence J. Selby and Harry D. Thurlow 154

Those in the Dark Silence

CHAPTER I.

THE DEAF-BLIND, THEIR NUMBERS AND NEEDS

EVERY human being, from the richest to the poorest, from the youngest to the oldest, from the most physically fit to the most misshapen, has the inalienable right to existence and to as normal a life as possible under existing circumstances. The education that fits one for living, and the instruction that enables one to earn the wherewithal for a decent life are likewise inalienable rights of human beings in all civilized communities. Up to the last century, however, these fundamental rights were denied to a considerable part of humanity, from ruthlessness, indifference or ignorance; through inability to change certain conditions long established and accepted; or through lack of adequate scientific data and practical experience in the realm of sociology.

Hospitals in ever-increasing numbers and perfection, humane and helpful asylums for the insane, institutions for the care and training of defectives, industrial homes for neglected or wayward youth, hospital schools for crippled children, specialized schools for the deaf and for the blind: all these have flourished during the last hundred years or so. The World War, with its terrible toll of shattered minds and bodies, has also of necessity brought about a more intensive study of the human mechanism and of the soul that animates it; of the conscious and the subconscious; of the sheer power of mind over matter. At the same time, it has brought to the world at large a keener realization of the interdependence of all classes of society; and it has brought at last an emphatic and affirmative answer to the age-old query: "Am I my brother's keeper?"

As a result of all this, earnest men and women everywhere, in ever growing numbers, are seeking to fulfill their duty to society by engaging in some form of work for civic betterment

and the advancement of education. No longer does anything of the kind seem too difficult to attempt if it promises to lead us all a step onward in the march of true civilization, which, like charity, should always begin at home. And for those of us who have been awakened to this larger consciousness, the very stranger in our midst ceases to be a stranger and becomes a neighbor; while if his need of us is really great, then, at last, we see a brother in him.

Someone—it may be Will Durant—made the following very true points about human solidarity:

> "Are the generations of mankind simply a machine whose purpose is to manufacture a superman? The humanists believe men are not means but ends in themselves, not to be used or exploited, but to be understood, to be helped, to be appreciated. Since it is the spiritual bonds among men that are all-important, the goal of human ambition is not some far-off event, but the strengthening of the sense of solidarity between human beings, the enlargement of sympathy, the increase of understanding, tolerance and affection. Thus, for the humanist, the tenderness of the strong for the weak, and the love and gratitude of the weak toward the strong—all the feelings that bring men into spiritual communion—are more valuable than any fine flower of humanity that might be developed through the ruthless sacrifice of the weak. The Spartans were no greater than the Athenians.
>
> "Measured by any biological or social utility, heroic self-sacrifices are not only useless but pernicious and wasteful. They seem like the sacrifice of flowers to weeds, of fit to unfit, of fighting to laggard men. But human life is not a garden or a breeding-station or a battlefield. That is what your all too intelligent men sometimes forget. The true end of human life is the spiritual solidarity of mankind."

And this brings us to our subject-matter, *the deaf-blind*: of all human beings with intact minds the most terribly handicapped, and the most neglected as a class. The wish to adopt all these fellow-beings as our special charges was born of the realization of their great plight, which fostered in us a determination to find out their numbers and condition, through knowing them intimately and as a group.

No one since the death of William Wade, many years ago,

seems to have taken a continued and practical interest in the deaf-blind as a class, in America. There is nothing for them, with the possible exception of a small correspondence club, "the Blue-Bird Club" for deaf-blind men and women, organized by Mrs. Breta Cornelius, of Topeka, Kansas. In France, Prof. Louis Arnould has periodically reported the most interesting cases in his own land, and Mlle. Yvonne Pitrois, through her several publications in the interest of the deaf, including a lately founded magazine in Braille entitled "The Sunbeam of the Deaf-Blind" (*Le rayon de soleil des sourds-aveugles*) has given us chronicles of the deaf-blind everywhere in Europe, besides carrying along a perpetual fund to furnish her many *protégés* with occasional small pleasures. For her life-long devotion to the cause of the deaf and deaf-blind, whoever and wherever they may be, Mlle. Pitrois has recently (1929) received from the French Academy the *Prix Montyon,* (popularly called the "prix de vertu"). From Poitiers, near which is situated the celebrated Larnay school for girls, comes the report of the founding of a small school exclusively devoted to the education of deaf-blind boys, and from Northern France came a Braille magazine for the deaf-blind, "Aidons-nous." In Switzerland, the Swiss Central Union for the Welfare of the Blind at St-Gall, has created a welfare center for the deaf-blind; and a group of deaf-blind people has formed an international correspondence club; this club issues a quarterly magazine in French Braille called "Le Porte-Bonheur," especially devoted to matters of interest to the deaf-blind.[1] In Germany, there is considerable practical work going on, notably at the school for deaf-blind at Nowawaes, Prussia. Two other schools have been reported: one in Austria and one in Sweden. By rights, this last should have been the first named, since it was the very first school ever founded for the deaf-blind. In England, a sort of week-end home and vacation center for the deaf-blind has recently been opened, and much interest has been shown the deaf-blind veterans of the war. In Canada, Bishop Deschamps, of Montreal, who has devoted more than a quarter-century of his life

(1) For particulars, address Madame Edith Huber, 14 Place Chaudron, Lausanne, Switzerland.

to serving the deaf in various ways, has done much to make his countrymen aware of the work needful in this field, setting them an example through his active participation in the education of Ludivine Lachance.[2]

As to the actual number of blind-deaf persons in the United States and Canada today, it is problematical. After three years of painstaking and thorough research work, we have succeeded in unearthing only 665 living cases. That is more than the figures given in the United States census of 1920 (169). There are probably two or three thousand cases, at least, but many of these are elderly people suffering from the infirmities of age. There are also, undoubtedly, a number of "war cases," but of these we could learn nothing directly. To all our inquiries, the U. S. Veterans' Bureau made answer that

> "The records are not compiled in such a manner as to show the number of cases of blind-deafness combined";

and also that

> "the law under which the U. S. Veterans' Bureau operates prohibits the furnishing of information of the character described relative to individuals."

Such names of veterans as we do have on file came to us in a roundabout manner.

Here, it may be well to define exactly what we mean by deaf-blind and partially deaf-blind persons. The deaf-blind are divided into four groups as to degrees of disability: Totally blind and deaf; blind and hard of hearing; deaf with poor vision; hard of hearing with poor vision.

To elucidate: The Federation for the Hard of Hearing, with branches in all the larger cities of the United States and Canada, gives this definition of the classes of deaf people: those who cannot distinguish sounds, no matter how loud they may be, are *deaf* or *deafened,* and those who can understand speech when it is loud or with the use of some instrument, and can hear musical notes in like manner, are *hard of hearing.* The blind are differentiated in a similar manner. Those who cannot distinguish the outlines of things even when brightly illuminated are *blind* (even though they can tell the difference

(2) See "Hors de sa prison" by Corinne Rocheleau. Crowned by the French Academy. Second Edition. Montreal, Therien Freres, 1928.

between light and darkness); while those who can distinguish outlines of objects, even though dimly or who have some serious eye defect are classed as having *poor vision* or *defective sight.*

These distinctions may sound academic, but they are necessary for the application of the right methods of treatment and education, so that the maximum of good results can be obtained in each case. But considering the cases in general, all of them, of whatever kind and degree, are considered as *deaf-blind,* to simplify matters. It is very difficult, not to say impossible, to draw hard and fast lines, the physical disabilities of these people often varying from day to day. Also, all partially deaf-blind people have a definite tendency to grow totally blind-deaf in time, and it is therefore wise to train them so that the almost inevitable transition will not find them unprepared.

To know just what should be done for them as a class, one must first find out what has already been done for them as individuals; how they respond to different modes of education; what are their attainments, their evident needs and their expressed desires. This would require more accurate records than we have hitherto been able to get. To quote Miss Lydia Hilty, a Kansas teacher of the deaf-blind:

> "It is so hard to get trace of these people and to find information about them . . . . I hope sometime we may have at least a field-agent for them."

This is indeed a real need, and a pressing one, for although many deaf-blind persons have devoted members of their families to act as guardian angels and buffers against the world, just as many more are neglected, apart from everyone and everything, in want, even; and lead terribly sad lives.

So far, the deaf-blind have been variously looked after by agencies for the welfare of the deaf, and agencies for the welfare of the blind. Sometimes, these agencies work in harmony, and other times they work at cross-purposes, with the result that the deaf-blind committed to their care too often are sent from pillar to post and even end in hospitals or asylums for the feeble-minded. Often too, the proper medical authorities have not been consulted, or the cases have been wrongly classified. But of this we will speak later.

We have already defined deaf-blindness as to kinds and degrees. There are also the *causes* of deaf-blindness to be considered, that is: whether they properly fall into a few well-defined groups; congenital deaf-blindness; loss of sight and hearing in infancy or childhood; deaf or deaf-mute people who subsequently lose their sight, or blind people who subsequently lose their hearing; or finally, normally brought-up persons who find themselves bereft of sight and hearing through illness or accident.

The cases of those born deaf and blind are quite rare. They offer too, at first, the hardest educational problem, since there is in the congenitally deaf-blind no remembrance of sounds or seen things, no remote experiences of a normal childhood, albeit an unconscious one, to serve as a subconscious foundation for the child's first training. But as there are exceptions to every rule, we here cite Jess Liston, of Indiana, who, although born both blind and deaf, is a student of remarkable attainments.

Most deaf-blind persons belong to the second class listed above: of cases resulting from illness in infancy or early childhood (particularly scarlet fever and spinal meningitis.) These cases must generally be handled as if the deaf-blindness dated from birth, but they are usually easier to educate because, oft times, of residual sight or hearing, at least in the early stages of infirmity, and because of the things learned, even though unconsciously, before absolute deaf-blindness set in. To this category belong the justly celebrated Helen Keller and the lesser-known but also remarkable Helen Martin, Leslie Oren and Tad Chapman, to whose biographies the reader is referred.

To the ranks of the third class belong Ira Rathbun and Mrs. Breta Cornelius, both admirable in the courageous readjustment of their lives and their serene philosophy, while to the fourth and last class, sometimes the most discouraging to handle, belong such splendid men as Harry Thurlow and Louis R. Kelley, the story of whose ultimate triumphs over apparently insurmountable obstacles, if it could be told in detail, would make the finest possible reading.

Now, let us consider the matter of education for the blind-deaf in general.

CHAPTER II.

DIFFERENT TYPES OF EDUCATION. NEED OF AN EDUCATIONAL AND WELFARE CENTER.

The very young blind-deaf are as children yet unborn: souls to be created. But creators must be found for them: such potter's clay should not be given to untrained hands. And no matter in what class the deaf-blind may belong, their greatest need is for proper education.

The realization of the qualities required in this sort of teaching inspired Miss Nettie Newell, herself a highly-successful teacher of a boy born deaf, blind and without sense of smell (Jess Liston), to make the following pertinent remarks:[3]

> "It is always a serious thing to be entrusted with the education of a little human being. How much more so one who cannot see or who cannot hear! How much more than that one who can neither see nor hear! . . . . A state does a fine thing in educating a deaf-blind person. It is true that he deserves the chance. However, he cannot achieve, as the unhandicapped can, by starting out unaided. Nor can he continue to progress unprotected and alone.
>
> "Shortly after (my) work with a deaf-blind child was begun, the question arose as to which was harder to teach, a deaf child or a blind child. After several years' experience with a congenitally deaf-blind pupil, the conclusion is reached that either of the aforesaid problems is easy in comparison . . . . Barred from the things that come through sight and sound, just what is the world in which he lives? What are his ideas and mental pictures of the many things about which he struggles so hard and so long to be enlightened? . . . ."

Such new and caged souls need teachers of infinite patience, imagination and insight; familiar with the methods of Froebel and Montessori; gifted with motherly natures and a sense of the responsibility which is theirs; that of instilling into their young and helpless charges not merely the elements of knowledge, but also the elements of character building.

Turning to older pupils and to those who have had or still have residual sight and hearing, the teachers are faced with

[3] Volta Review. May, 1929.

almost countless problems. There is first to take into consideration each individual pupil's special degree of physical disability. Does he still see a little? Then advantage should be taken of whatever small amount of sight remains to teach him to go about in as normal a way as possible with people who see, thus avoiding what are termed "blindisms," or bad habits which are frequently formed by blind children. Can he still hear some sounds, loud music, the human voice through instruments or over the radio? Then let that be used to enlarge his knowledge of and his contacts with the outside world; to train his speaking voice to a more normal tone and pitch; to make his articulation smoother and clearer, to bring his pronunciation and his accent nearer to that of the king's English. Has the pupil, in his pre-school years, been spoilt or neglected or badly taught? Then it falls to the teacher to rectify these sins of omission and commission. To the teacher also falls the duty of fostering whatever special talents the pupil may have, of preparing him to fill with pleasant and profitable work the more or less lonely years ahead. And last but not least, it is the teacher's privilege and responsibility to find those deeper secret springs of the heart and spirit out of which can be made to grow a character harmonious and fine, free from the degeneration that comes from selfishness.

And finally, does an adolescent or adult pupil arrive at school depressed and discouraged through some excess of physical infirmities, such as deafness being added to blindness, like Ossa on Pelion? Does some unfortunate being, normal but a short while back, find himself, through implacable illness or awful accident, condemned to a life of imprisonment in a body deaf-blind and even maimed; with soul grown numb and apathetic, or else bitter, rebellious, despairing? To the teacher again is the merciful mission of straightening a broken life and healing a broken spirit, of guilding fearful and hesitant feet in a strange and thorny path. Verily the teachers of the deaf-blind must be to all their wards fathers and mothers and first friends, doctors and mentors and ministers!

How great, then, must be the science of such teachers! And by science we do not merely mean pedagogical knowledge, although a serious grounding in pedagogics is a first requisite;

they should also have mastered the varied and highly-specialized methods used in nursery schools, schools for the deaf, schools for the blind, manual training schools, and Red Cross hospitals for the rehabilitation of the wounded! Lest all this seem a sheer impossibility, we hasten to say that more than one teacher of the deaf-blind has attained to that almost sublime degree of efficiency. But since it may seem like expecting too much of such brave pioneering spirits as might otherwise be willing to devote themselves to the education of the deaf-blind, let it be understood that all the above needful science can be divided between two or more persons in one school, provided the sum-total is there, ready to be drawn on whenever needed; and rest assured that all of it will be called for, sooner or later!

When it comes to the types of schools for the blind-deaf, opinions differ. Mr. Edward E. Allen, principal of the Perkins Institute for the Blind, where many deaf-blind boys and girls have been educated, thinks that under appropriate conditions blind-deaf children may be well taken care of in existing schools for the deaf and schools for the blind. He also believes, on the other hand, that the deaf-blind could attend with profit both types of schools, since there is a deaf side and a blind side to them, going first to schools for the deaf and later, when they have learned to talk or make themselves otherwise understood, finishing in schools for the blind. On the other hand, Miss Caroline Yale, principal-emeritus of the Clarke School for the Deaf, is firmly convinced that the deaf-blind would be better off by attending schools for the deaf only, that they could acquire knowledge and develop themselves just as well in existing schools for the deaf providing these schools used the special methods, the special instruments and materials needed in the development of the blind side of such pupils.

But in what schools for the deaf could one find these special advantages, such as relief maps and globes, demountable models of every sort, Braille libraries, etc.? And in what schools for the blind could one be sure of finding a good working-knowledge of the best methods of demutisation, for instance, and of the psychology of the untaught deaf? Here we quote Thomas McAloney, of the Colorado School for the Deaf and Blind, who

has had ample facilities to familiarize himself with both deaf and blind children:

> "The psychology of the deaf is entirely different from that of the blind . . . . It is a well-known fact that the deaf and the blind have nothing in common. Their methods of communication are different . . . . and their training is along very different lines. The deaf are taught largely by concrete methods, while the blind, to a large extent, are taught by abstract methods."

We are of the opinion that if deaf-blind children could attend, first, schools for the deaf, then schools for the blind, the problem of the education of the deaf-blind would be solved. But time and time again we learn of such pupils being refused entrance in schools for the deaf because of their blindness, and in schools for the blind because of their deafness; or because the schools in question have no trained teacher available; or because they fear that such pupils would prove too vexatious, expensive or burdensome. As a consequence, there are today deaf-blind children who should be at school but who are, instead, in asylums for the feeble-minded.

Finally, we have the problem of the adult deaf-blind in need of special training and who would be greatly benefited by a short term of class-work, yet who can hardly be entered in the ordinary schools for the blind or the deaf.

All this indicates the need of a school exclusively devoted to the deaf-blind, along the lines of the four schools in Europe already mentioned. To quote Miss Newell again:

> "And now, when every society of educators of the deaf in this country has placed on record its opinion that a special school should be established to give the nation's blind-deaf children the best possible opportunity for development, should we not be thinking or working toward that end?"

As to those schools where deaf-blind pupils have been accepted and trained, each school has worked along original lines, teachers being often quite ignorant of similar cases within easy visiting distance. There is today no general exchange of information between teachers and schools directly

interested, as to the methods used and the results obtained in individual cases.

The divergence is also great as to the various methods of instructing the deaf-blind. Some few teachers hold for the pure oral method; others use the manual alphabet solely; still others prefer a combination of these. It seems to us that there should be no set rule. Miss Mamie Heflybower, of the Texas School for the Deaf, who has devoted her whole life to teaching the deaf-blind and has at present two creditable pupils (Vallie Douglas and Emma Lenz), has this to say:

> "Altho' I have given all my pupils oral instruction and they talk pretty well, I, for one, have never been in favor of pure oralism for the blind-deaf. They are so handicapped and so many people object to strange hands on their faces that I think the blind-deaf should know how to communicate with others in as many ways as possible, even to the two-handed alphabet!"

Mental capacity, physical equilibrium, and temperament are variable in the deaf-blind; the age at which their education is started, the amount of attention (or neglect) that was their portion at home are also factors to be considered. In each individual case, the general advancement of the pupil should be the paramount issue. All methods are good if they serve that great end.

Since the pioneer work done by Dr. Howe and Ann Sullivan Macy in the education of the deaf-blind in America, many such handicapped boys and girls have been educated and have attained to varying degrees of development. But no standard has yet been set as to the methods best suited to this difficult branch of pedagogy.

It must be admitted there is an astonishing number of ways of communicating with the deaf-blind. This multiplicity of methods, rather confusing at times, is primarily due to the unrelated efforts of the educators of the deaf-blind, each teacher starting on a voyage of adventure with the pupil, and reaching the home port by devious sailings in strange crafts over uncharted seas. In time, and through study and comparison, there will come a weeding-out process, and only those methods will be retained as are found to be most practical for general

use among the deaf-blind themselves and to furnish the easiest way of communication with the general public. Let us enumerate these various methods, which will be explained later.

For Conversation:	*For Reading or Writing*:
The Sign Language	Movable Latin Type
The Manual Alphabets	English Braille
The Oral Language	American Braille (obsolete)
The Phonetic Hand Alphabet	New York Point (obsolescent)
Writing or Printing on Hand	Moon Type
The Alphabet Plate	Ballu Type (obsolete)
The Alphabet Gloves	Howe or Boston Line Letter (obsolete)
The Morse Code	Braille Slate
Air-Writing	Braille Writer
Braille Hand Speech	Pencil Writing-Board
Braille Conversation Machine	Typewriter
	Pin-Typed Latin Letters
	Braille-Faced Machine Writing Latin Type

Language, which seems almost as natural to us as the air we breathe, is for the deaf-blind a difficult, perplexing, even mysterious thing. Its ultimate mastery, as a means of self-expression and communication with others, entails a life-long struggle. The deaf-blind child has nothing to bridge the darkness and the silence in which he exists; he sees no friendly faces smiling at him, no loving arms held out in invitation; he hears no gentle voices coaxing him to numberless exciting and delightful things. He has nothing, nothing but the instinctive wail of the helpless young animal:

> "An infant crying in the night,
> An infant crying for the light,
> And with no language but a cry . . . ."

The child's consciousness is first awakened by the maternal gestures and signs, to which, as far as he can, the child responds in kind, or makes up signs of his own to express his needs. This simplified sign-language is his first medium of expression and will remain a perfectly natural one with him, his *maternal tongue,* so to speak. No matter how many different modes of communication he may master later on, the sign language will always come easily to him; and even if he is

strictly held to one mode of expression—oral speech or manual alphabet—his natural bent will find an outlet for more active expression through facial and manual gestures and bodily attitudes. John A. Macy has said this of Helen Keller:

> "Miss Keller is full of expressive gestures, using her hands as Anglo-Saxons seldom do . . . The reason for her habit of gestures is that she has never been chilled to self-conscious reserve by seeing that the rest of us have dumb and silent fingers. Then, too, her hands have been so long her instruments of communication that they have, as it were, taken to themselves the quick shifting of the eye, and express some of the things that we say in a glance . . ."

This natural inclination to gesticulate finds its most perfected expression in the system known as *the conventional sign language*. Although there are many variants for certain words, the signs as a whole are similar the world over, and deaf-mutes of many different nationalities, who otherwise could not understand one another, can, through this medium, hold lively conversations. It is also an excellent means—in fact, the only practical one—of speaking to a large assemblage of deaf-mutes. But as it appeals to the eye more than to the touch, and as the sense of touch is the only means by which the deaf-blind understand others, the sign language is soon superseded by some other form of expression, usually oral speech or the manual alphabet.

The term *manual alphabet* is usually meant to indicate *the one-handed* alphabet, invented by the abbé de L'Epée and in general use the world over, except in England, where *the two-handed alphabet* is used. For the deaf-blind the use of the one-handed alphabet is of the simplest: the person who "speaks" spells the words into the hand of the person who "listens," and it may become both rapid and expressive. With the two-handed alphabet, very often the speaker uses one of his hands and one of the listener's hands to form the letters.

Nowadays, *oral speech* is being taught to nearly all the deaf-blind and most of them can make themselves understood, even when, as is generally the case, voice and articulation leave something to be desired. But although the teachers almost invariably follow the standard methods of demutisation as used

in the schools for the deaf, we find a bewildering multiplicity of ways of making the deaf-blind *understand* oral speech. As an example, there is the case of Tad Chapman: this young boy, through his teacher, Miss Sophia Alcorn, has been taught to understand spoken speech in nine different ways! For a description of them, we refer the reader to his biography.

Some cultivated deaf-blind persons using oral speech have devised and used successfully different forms of *phonetic hand alphabets,* using the several joints of the fingers of one hand and the several parts of the palm of the same hand to indicate certain definite sounds, either letters or whole syllables, thus expediting spelled speech. The system known in Germany as Lorm's touch alphabet is an example. But these partly phonetic alphabets can be used only in the particular language for which they were devised.

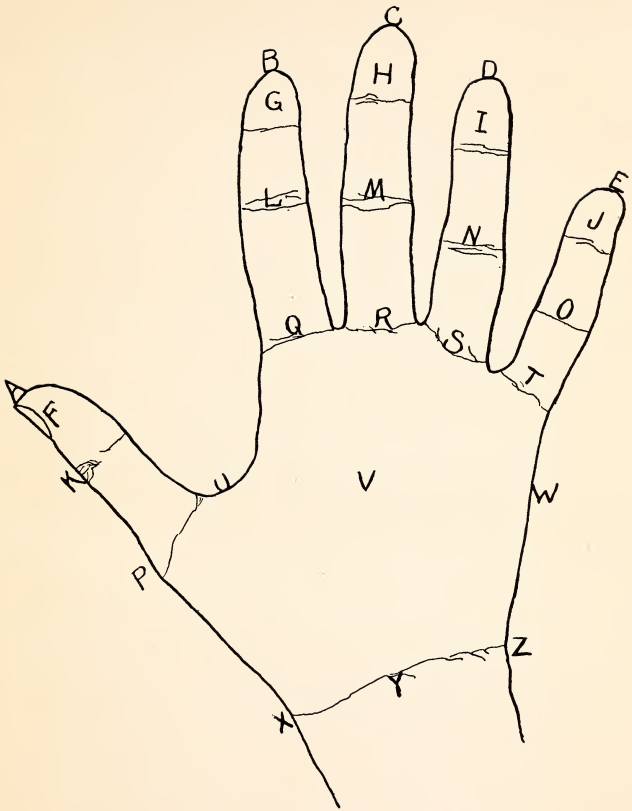
Most deaf-blind people understand *written or printed words on back or palm of hand,* or even wrist. It is probably the mode of communicating with the deaf-blind which the majority of people who hear and see find easiest to use.

The *alphabet plate* is a device employed in Russia years ago by Prince Obolensky. It is a metal plate fitted with raised letters in Latin and Braille. The "speaker" guides the forefinger of the deaf-blind person along the plate, spelling out words.

> "It has this advantage, that it gives every person who can read the capacity of communicating with the deaf-blind without previous training. But the handling of the plate is cumbersome in the process of *reading* to the deaf-blind, because two occupations which engage the eye of the reader in two different directions are combined simultaneously."

There are several kinds of *alphabet gloves.* The best known of them has the entire alphabet printed in Latin letters on the finger-joints and palm. The position of the letters is memorized by the deaf-blind person using the glove and the speaker spells out the worlds by quickly and firmly pressing the appropriate letters. The latest glove, devised by Ernest Sibberson, makes use of the Braille characters as well as Latin print.

The *Morse code* has been used in various ways. The "speaker" may tap out the words in the palm of the deaf-



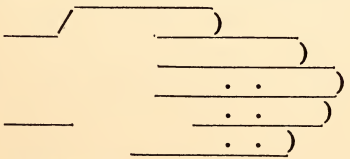
ONE KIND OF ALPHABET GLOVE

blind person; he may tap out words on table or wall, the "listener" getting the correct code through the vibrations thus produced. He may even converse through the tapping of feet on the floor. But of course, in using any system of communication that requires vibration, one must be assured of wood or metal for transmission. Brick or stone walls or floors, for instance, do not transmit vibration.

What is called *air-writing,* and also *table-writing,* is carried out through the "speaker" seizing the forefinger of the deaf-blind person and guiding it while letters and words are formed, in the air or on any flat surface.

The Braille touch-alphabet, or Braille Speech, was devised by Professor Adler, of the Budapest school for the deaf and blind, and successfully used by him in the education of a deaf-blind girl, Margaret Tgri. Prof. Czily, of the Budapest University, gave an account of it in the Volta Review.[4] We quote from him:

> "Braille speech is the simple transformation of the point letters, which are so familiar to every schooled blind person, into a medium of speech for the sense of touch. . . . It is well known that the whole system of these letters is shaped through the different grouping of raised points, from 1 to 6, within the invariable borders of three points vertically and two points horizontally placed:
>
> ⠒
>
> The six points of the Braille system being distributed in three pairs, one below the other, the corresponding three lines are represented by three adjoining fingers of one hand, the middle, ring and little fingers. By holding the hand horizontally and touching the first joints of the inner surface, the left points of the Braille letters are indicated; by touching the second joints, the right points:



[4] Number specalizing on the blind-deaf. March, 1911.

> The absolutely isolated feeling of the respective spots of the skin secures the unerring localization of the impression. The correctly marked letter is recognized at once. The method is not as slow and cumbersome as it might seem to be. By rapid sweeping-over of two or three finger-joints at one stroke, and by simultaneously tapping two or more suitably held finger-ends, the practised person quickly makes himself understood and a lively conversation is possible . . . ."

Finally, there is a small Braille conversation machine lately reported from Switzerland. It is made of wood or aluminum, and about the size of a large pack of playing cards, convenient for slipping into one's coat-pocket. At one end of this ingenious and compact little instrument are six small keys as on an ordinary Braille writer, while at the opposite end, on top, is a small metal plate perforated with six holes. The person *talking* touches the Braille keys in the usual manner, while the deaf-blind *listener* places his fingers on the perforated plate through which the dots push up to spell the words. If both speaker and listener are fast workers, reasonable speed is possible, and any seeing or blind person familiar with Braille can thus converse with the deaf-blind; while two deaf-blind persons can also talk to each other by alternately using the key-board and the "listening-post." This compact little machine is likewise useful for the teaching of Braille to the blind-deaf or the merely blind. It saves much expensive paper and allows the teacher to correct and speed up the pupil's Braille reading-lessons.*

Now, taking up the various methods used by the blind-deaf to read and to write, we come to the following:

Movable Latin type has been used to teach the alphabet to many young deaf-blind pupils. Tad Chapman learned this alphabet through handling letters cut out of sand-paper. Others have used cardboard letters. Ludivine Lachance was taught both Braille and Latin letters simultaneously by means of good-sized Latin letters cut out of wood, each letter bearing a tiny metal plate with the corresponding sign in Braille. These wooden letters were also fitted with small hooks, so that

* This practical little machine can be obtained from the Secretariat de *l'Union centrale suisse pour le bien des aveugles* (Swiss Central Union for the Welfare of the Blind), St-Gall, Switzerland. The price is 38 Swiss francs.

Ludivine could hang up whole words and sentences on a wall-board, much as normal children write on the black-board.

As to *Braille* in all its varieties: there are many different *grades,* depending on the number of contractions used. *Grade one* is uncontracted. It is called Universal Braille because it is the basic alphabet of Louis Braille and the same in every language. Grade one-and-a-half is slightly contracted and is the universal system adopted by the Uniform Type Commission some years ago. *Grade two* is moderately contracted and *grade three* is so very highly contracted that it is used only by students and professors. This all refers to *English Braille. American Braille* is an entirely different system, and *New York Point* is still another system, invented by Mr. Wait, of New York. The differences between Braille and Point is this: Braille is two dots wide and three dots high; while New York Point is two dots high and one, two, three or four dots wide. So much for the variations, in the English language, of the *dot embossed* system of writing devised by Louis Braille.

The no-less renowned Valentin Haüy was the first inventor of *embossed line print.* Of this class of print, the *Moon type* is the best known; it is much in favor for teaching the blind who are elderly, very nervous, or otherwise rebuffed by the difficulties of the finer point prints. The Moon type being a system of straight and curved lines resembling simplified Latin print, it is more easily memorized also. *The Howe or Boston Line* letter is another system of embossed lines still nearer to Latin type, while *Ballu type* is simply raised Latin print. Both Boston line letter and Ballu type have been more or less discarded nearly everywhere.

We finally come to the various mechanical aids to facilitate writing for the blind. The *Braille slate* consists of a small metal frame divided into tiny rectangles through which heavy writing-paper is embossed with a stiletto in any system of Braille dots. The *New York Point slate* is exclusively for writing in that system. The *Braille writer* is a small machine on the lines of a typewriter, except that it has but six keys and a spacer. It serves for all kinds of Braille, and some Braille writers can be fitted with a special attachment that permits of

writing New York point. The *midget writer* is a tiny machine about the size of a long bill-fold. It writes Braille and New York point but is not as dependable as the regular *writer;* it is no longer made. The *pencil writing-board* is a grooved board of wood, aluminum or papier-maché over which ordinary thin writing-paper is held, a pencil easily following the even grooves, and widely-spaced but legible writing in longhand or printed letters resulting. Last but not least is the ordinary *typewriter.* Most educated blind-deaf use one, memorizing the keyboard first as the seeing people do when learning the touch-system, and with an occasional touch of the outer frame and the carriage, the deaf-blind soon learn to know when to begin a new line, insert a new sheet, etc. We might also mention a small contrivance used in Europe, by which Latin characters are pointed on paper, much as is Braille, but in the readily recognized outline of Latin print. The only deaf-blind person in America known to use this form of writing is Clarence Selby. Report has also come of a small machine with Braille characters which write Latin type.

The uninitiated reader who has followed us so far may well feel bewildered at the complexity of the problem facing those interested in the education of the deaf-blind. Furthermore, he is likely to get out of all this but two strong convictions: firstly, that no human being, let alone a deaf and blind one, can master so many different and apparently outlandish ways of just making himself understood and understanding others; and secondly, that a teacher of the deaf-blind should of necessity be a cross between that exemplar of all patiences (we use the plural form advisedly), Job of the Scriptures, and Pico de la Mirandola, that scarcely less classic example of extensive and varied knowledge. To which we can make answer that every day, in various fields of endeavor, the human mind, when backed by the human will, can and does accomplish the seemingly impossible.

> "Some of the most significant discoveries in human science owe their origin to the imagination of men who had neither accurate knowledge nor accurate instruments to demonstrate their beliefs. If astronomy had not kept in

advance of the telescope, no one would have thought a telescope worth making."

However, although the world cannot get along without pioneers, neither can it progress without those who follow the trail-breakers. New lands must be surveyed and accurate records kept in all scientific fields. That is what is lacking in the welfare-work for the deaf-blind. So far, it has been all pioneering. From now on, data should be accumulated and the evidence obtained weighed, classified and compared. Moreover, these data should be made easily available. When we began our research work on the subject of the deaf-blind, we were offered bushels of information about the deaf and tons about the blind; but of the deaf-blind, practically nothing. Although welfare-work for the handicapped is well organized and efficiently carried out in some States, State Boards of Education and Charity, as a rule, could furnish us with very little information. Usually they had not the vaguest idea of such cases existing within their bailiwicks, and generally contented themselves by referring us to institutions for the deaf and the blind. Of the hundreds of specialized schools for these two classes of handicapped where we applied for information, some few had scattered records of work done with various deaf-blind pupils; other schools could offer us nothing better than a list of names of former pupils, with addresses sometimes dating back one or two decades.

And that brings us to the question of follow-up work on the part of the schools.

No class of students is more in need of such follow-up work than the deaf-blind, and apparently, none gets less. Yet the deaf-blind are in perpetual need of help and counsel; they need to be held to the standards of their hard-won accomplishments, and nothing can do that so efficiently as periodical contacts with the wise teachers who trained them and who are familiar with their individual strength and weakness; they need to be kept abreast of what is being done in their interests, of the new books to read, of the new handicrafts put within their reach; they need to be learning a little all the time to prevent the disintegration that comes from rust; and most of all they

need to be delivered from the all-devouring dragon of loneliness.

And this is another and weighty reason why there should be a national institution exclusively devoted to the general welfare of the deaf-blind; a sort of clearing-house for help and advice to all those so handicapped, whenever their relatives or friends fail them, old schools cease taking an active interest in them, or their individual devoted teachers have gone to their great reward. The arduous and painstaking work of so many noble men and women should never be lost through neglect of the pupils in after years; and neither should the deaf-blind be forced by circumstances over which they have no control to face a second time, and in their later years, the body-wearing, soul-crushing struggle through which they had to pass in their initiation.

Soul-crushing, did we say? This should be qualified. Great physical infirmities are soul-deadening only when the will and the incentive to surmount them are both lacking. The will is usually present; and the incentive is found whenever the fatherhood of God and the brotherhood of man are sensed and become a part of daily living. When that is the fortunate case, everything seems possible, even to the most handicapped of human beings who then, step by step, goes all the way through to that deeper and higher education which enables one to accept the ills of life with the same serenity with which one accepts its blessings.

CHAPTER III.

ROLE OF THE PSYCHOLOGIST AND THE MEDICAL MAN. HOME TRAINING IN PRE-SCHOOL YEARS. SOCIAL TRAINING AND CONTACTS.

Certain educators of clear vision and uncommon sense are beginning to realize the tragic results that can follow wrong classifications of public school pupils, according to the new and arbitrary ways of pseudo-psychologists. A little psychology is a dangerous thing; all the more dangerous when applied to sensitive and defenseless children. Armand L. Miller, principal of McKinley High School in St. Louis, a well-known writer on educational subjects, is of the opinion that much harm can result from this modern practice:

"Incalculable harm may be done by giving children paralyzing inferiority complexes. Teachers and administrators should be very careful and tactful. Publicity in regard to classification, leading to talk of 'low I Q's' (intelligence quotients), morons, and the like, cannot be too strongly condemned.

"The last word has not been said in the nature of intelligence, its measurement and its relation to success and happiness. Many other factors are of great importance, such as faith and confidence. Ability in any line grows astoundingly with practice and it takes a good deal of assurance to tell a person that he can't possibly do this or that . . . .

"The power of suggestion has come to be recognized as an almost brutal power. Children, particularly small children, are most amenable to suggestion. Suggest to a child that he is a ne'er-do-well, and he will come shortly to believe it himself, to give over efforts to do right; will become listless and settle down finally to be actually what he has been labelled. 'Give a dog a bad name and he will live up to it,' is an old saying, showing that the power of suggestaion was recognized long before modern psychology made it so clear.

"It is a terrible thing to take away a child's belief in himself. It is a terrible thing to implant discouragement in the mind of a child. It is a terrible thing to turn a bright, wholesome little fellow into a morose and discouraged small person. The tragedy of it is that it is done to help the child!"

If, then, such hasty pronouncements can have permanently bad effects on the usual run of normal boys and girls, how much more are these hasty classifications to be feared when applied to handicapped children! Here the pernicious effects of such arbitrary rules are felt in two ways: they serve to weaken or extinguish altogether the child's confidence in his own powers, a confidence that should, instead, be fostered by every possible means; and they tend to discourage parents or guardians from giving the deaf-blind all possible opportunities for education and self-advancement.

Let us stress the point that the usual intelligence-tests, "intelligence quotients" and so forth, should never, *never* be applied to deaf-blind children, or even adults, as a foot-rule is applied to lumber. If these tests have been tried and a report made of their results, said report should be accepted with great caution. Indeed, it is best to disregard such reports until a long and painstaking trial of the child has been made, both in and out of the class-room. The deaf-blind, and partially deaf-blind, both young and old, are extraordinarily variable in their reactions to such tests, due to the ever-varying degrees of their physical handicaps, and the care and attention that were given, or withheld, in their pre-school years. It is our firm conviction that insane asylums harbor today so-called idiots and imbeciles who are, or who were in their early years at least, merely deaf-blind patients with outward idiotic symptoms but with entirely normal intellectual faculties. This conviction is borne out by the fact that we personally were acquainted with one such case: that of a sixteen-year-old girl who nearly ended in a lunatic asylum as the result of a wrong diagnosis. The outward appearances were all against her, and even specialists in mental diseases thought her case hopeless, and all simply because, owing to years of neglect, she ran counter to all established rules and tests for the normally intelligent. It was only due to the real psychological insight, the pioneering spirit, the determination and perseverance of her sponsors and teachers that she was given the benefit of the doubt and her education attempted. Subsequent results proved the wisdom of the trial, for this young woman—Ludivine Lachance—

developed, insofar as her handicaps and her physical health permitted, into a normal and lovable person.

Going through our files, we find examples of dependable and of worthless diagnosis. A dependable diagnosis is that of Quentin Aamodt's residual sight and hearing. The physician examining him reported residual hearing of 22% in the left ear and 8% in the right (or a little more than an eighth that of a normal person); vision remaining was measured as 15% in the right eye and 7% in the left (or less than one-eighth normal). This is a reliable scientific test because entirely controllable, applicable to any person, normal or not. On the other hand, we have, concerning the mental ability of Arlene Leckington (Iowa), a diagnosis of doubtful reliability, to say the least. She has been variously classed as being "perhaps feeble-minded" (although no case of feeble-mindedness can be traced in her antecedents), as "possessing fairly high-grade intelligence," and as being a suitable pupil for the State School for the Deaf. Yet, perhaps misled by the conflicting reports on her mentality, the school authorities have not accepted her, and at the present time the girl is in a school for the feeble-minded, which is not a proper place for her.

Medical men and judges of juvenile courts, when consulted in all such cases, have a great responsibility thrust upon them: that of assuring at least a square deal to the handicapped young human beings brought to their attention. That such a square deal is not always forthcoming is proven by the cases of Alma Benton and Margaret McCarley. Alma Benton (Missouri), a girl now in her teens, has never had any real opportunity for education. Definitely deaf-blind, and absolutely without schooling, she yet "in her limited social contacts, has learned to take care of her personal wants, to feed herself, tie her shoes, and, in a measure, recognize things by touch." To any experienced teacher of the deaf-blind, all this is proof positive that the young girl would have responded quickly to any real attempt at education. Yet she is confined in the St. Louis Training School, which caters to neither the blind nor the deaf, and where little is done except give her custodial care. It is late, but not too late, to give this neglected girl a chance to develop mentally, and taste of something besides the husks

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of life. Our earnest wish is that she may soon get what is only her just due, that which her honest and hard-working parents so much desire her to have. As to Margaret McCarley (South Carolina), she too has been sadly neglected and through no fault of her parents, who are anxious to see her in a proper school. But the authorities hedged and this eleven-year-old little girl, of good stock, but totally blind and almost totally deaf from meningitis since babyhood, was growing up like a weed until recently, when she was admitted into a school for observation. The case of Raymond Smith, of Oregon, is a similarly neglected one.

There is still another aspect to this side of our problem: that of its direct and practical appeal to medical men and psychologists as such. Countless questions arise as one case after another is studied. For example, how can Helen Martin get enough out of the piano to explain her life-long devotion to it, a devotion entailing many daily hours of study over a long period of years? Of actual sounds it is affirmed she gets none. Then there must be both *scale* and *tone* to the vibrations she perceives to make her playing the chief interest of her life. And what a marvelous sounding-board must be that slight physique of hers to register the shadings of a hundred different composers, at least enough to grasp the style of each! Of course, her playing does not and cannot approach perfection, but it is sufficiently musicianly to make her hearers wonder how she can perform in such a creditable manner.

Perhaps our outstanding case, for achievement and sane, forceful personality, is Leslie Oren, who would richly reward any psychologist of sufficiently wide attainments willing to spend some time with him. Mr. Oren, who had a splendid foundation, including wise home-training, expert teachers and two years of college with normal young men, has built on that foundation an edifice of solid culture to which he adds day by day as the years go by. His written English is easy and pleasant, and he knows Latin, French and German besides; reading-matter comes to him from New York, Cincinnati, Chicago, England and France, and he spends much time in the study of such varied and difficult subjects (to name a few) as atmosphere of the earth, interpretation of radium, electricity and magnetism.

HELEN MAY MARTIN, DEAF-BLIND PIANIST, KANSAS

His reactions to these and other subjects, and his explanations of them, since he is so intelligent and so lucid, ought to be interesting and valuable. The fact that Leslie is as modest as he is good-natured, and enough of a real man to occupy part of each day with profitable handicraft, also marks him as a sage and philosopher.

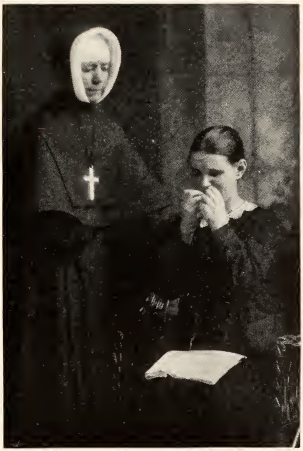
We have just spoken of the excellent foundation upon which Leslie Oren built a fine and harmonious character. Home-training is of prime importance in every child's life; it is of double significance in the life of any handicapped child. If the deaf or blind child—and still more the child both deaf and blind—has been neglected in his pre-school years, he grows stunted and twisted, sometimes permanently so; and even if they do not stay with him all his life, the effects of such early neglect are hard for the teacher to correct; they also slow down the progress of an otherwse promising pupil, since he must perforce *unlearn* as much as he learns during his first school years. Unfortunately, nearly all deaf-blind children are either neglected or badly brought up by their parents. This is seldom intentional, but is rather caused by the ignorance and poverty of the father and mother, or, paradoxically enough, by an excess of parental pity and affection. So the teacher gets little wild animals to train, or spoilt and pampered little beings appallingly stubborn and selfish.

On the other hand, when the deaf-blind child has known the care of wise and far-seeing parents, he gets some kind of elementary training, some subconscious idea of consideration and of the basis of human relationships; some habits of self-restraint and of healthy work and play.

A striking example of such home-training is found in the life of Virginie Blais.[5] Born in a fishing village off the Labrador coast, deafened and blinded through illness in her babyhood, the child was a problem to her family. Living leagues and leagues away from the beaten trails, days of travel distant from railroads and the nearest urban centers, in a remote community, half a century ago, where doctors and teachers were few and far between and schools non-existent, her home became her

(5) See the supplement to the second edition of "Hors de sa prison," by C. Rocheleau, Thérien Freres, Montreal, 1928.

universe. A devoted mother who knew nothing of books but much of courage and of decent living; a hardy father who, as captain of his own fishing-vessel, knew the value of work and of discipline; an isolated, friendly, simple little village, ready to accept the girl on her parents' own terms: what would come out of this most unusual situation? The parents, especially the mother, were determined that Virginie should have as natural a life as possible. In the small and plain but comfortable and neatly-kept home, the little girl soon went about, close on the heels of her mother and sister, imitating them and gladly learning to perform her share of the daily homely tasks. She learned habits of personal neatness, of quiet behaviour, even of decorum; she learned to sew, to knit, to make rag carpets; she played games and even joined, in her own fashion, in the family prayers. She was taught a rudimentary language of signs through which she followed the happenings in her family circle and in the village where she always followed her mother. Virginie grew to know the men, women, children, and even dogs that made up the life of that bleak, remote, but self-sufficient little community; Virginie knew of births and marriages and deaths; of joy and sorrow and the busy routine of a hard but well-ordered life: in short, she *belonged* in that small world of hers. The years went by. The good *curé* tried to have her placed in some school, but although communication with the great outside world was by that time somewhat easier, the nearest city, Quebec, was still several days of travel away from Pointe-aux Esquimaux . . . . Virginie was behaving like a civilized being, and she did not seem unhappy; moreover, her mother could not and would not face the separation; so Virginie continued to live an undisturbed existence on that stormy bit of coast of the far-northern country. Her parents grew older; passed the allotted three-score years and ten; her mother died; her sister died; her father became paralyzed. Now at last her remaining relatives were willing to have her leave the little village in which she had been born; the *curé* made arrangements and Virginie Blais, fifty years old, slight and prim and grey-haired, at once alert and docile, accompanied by a friendly woman of her village, made the long trip from Pointe-aux-Esquimaux to Quebec and thence to Montreal, and began her



SISTER MARIE ADELINE, TEACHER OF VIRGINIE BLAIS, AND VIRGINIE THREADING HER NEEDLE WITH HER TONGUE

long-deferred schooling! That schooling has not been easy; it is going on laboriously, for Virginie even ignored the elements of any language; abstract things were unguessed quantities, and her reasoning faculties, though excellent, could hardly be called pliable; also, she was what is termed "set in her ways," as is natural in one of her years. Virginie's teacher has need of untold patience, ingenuity and understanding. But that teacher's task is made easier, the life of Virginie and of those around her is made pleasanter, through the excellent training in the fundamentals of human conduct instilled by her devoted mother. Had it not been for this early and excellent home-training and her normal mode of life, Virginie Blais would have been reduced to idiocy years ago; would have been absolutely unreclaimable when finally brought to the institution where she is living happily today, in her soul's late unfolding.

If pre-school care and training are important for deaf-blind children, social training is just as necessary for the adult deaf-blind who have come from the bustling friendliness of an educational institution or have been hurtled from the busy world into a strange land of shadow and silence. They must at all cost be kept in contact with the world about them, or they will slowly sink into a sort of hopeless dullness that will make them poor company for themselves or anybody else. Social contacts are absolutely necessary, and the sooner they are established, the more regularly they are kept up, the better it is for the deaf-blind and those among whom they live. Taking their place, however small a one, in the everyday life of their circle will help maintain the deaf-blind in a healthy, serene frame of mind; will keep away from them the constricting, paralyzing sense of their limitations, both real and fancied.

But to mingle acceptably with seeing and hearing people, the deaf-blind must have qualities that will enable them to *mix,* that is, to take a real interest in the people around them and arouse a like interest in those they meet. That will not be difficult if they have *personality* themselves, that mysterious attribute of the inner man; if they have some talents to interest others; and if they read enough. Here let it be said that no deaf-blind person can ever read too much—provided always that enough work is also added—while most of them read too

little. If, then, the deaf-blind keep abreast, in a measure, of what goes on around them and in the great world outside, they will be less self-conscious, more ready to converse with the persons they meet; while these very persons, who probably dreaded meeting the deaf-blind at all, will soon be eager to know them better, losing that uncomfortable sense of strangeness felt by most normal people in the presence of the physically handicapped.

Of course, some means of communication must be established. Friends of the deaf-blind will soon adopt one of the many means of conversing with them outlined in the second chapter. For the deaf-blind themselves, the best of all mediums is the spoken language. If they possess it at all, they should tirelessly try to make it a reasonably good instrument; if they have ever spoken normally, they should be able to attain and conserve a good speaking voice and clear enunciation. All of them who use oral speech should have regular and unsparing coaching from some hearing friend or relative; and that a normal speaking voice can be retained after long years of deafness is proven by Harry Thurlow, who lectures before civic bodies on topics of the day. Both Mr. Thurlow and his wise and cultured wife have realized that a deaf person's voice needs as much watchful care as a prima-donna's; that the reason why so many deaf people's speech and voice are indistinct and rough is because they discontinue training too soon. Mr. and Mrs. Thurlow acted accordingly, the wife coaching the husband and the husband being a docile pupil. The results have repaid them both. That a person both deaf and blind for eighteen years, as Mr. Thurlow has been, can still keep his voice natural enough and strong enough to be welcomed as a public speaker is a notable achievement.

To summarize: the deaf-blind need to keep up the standards of their attainments, and to add to them as much as they can, as long as they live. In this, their families and friends must encourage them always and lend them practical help. The result will be that the great world outside, instead of remaining more or less of a *terra incognita* into which they fear to adventure, will, little by little, grow to feel like the dear, familiar country it is to the rest of us, and should also be to them.

CHAPTER IV.

THE PROBLEM OF WORK FOR THE DEAF-BLIND

"Work is the blind man's anchor in the dark, his beacon, his gateway to happiness,"

said Helen Keller. To deaf-blind men and women, forever enveloped in silent isolation, work is much more than that: to them, work means their very salvation, their one sure way of conserving health and sanity. So acutely do most of them feel this that the one great cry that comes to us from them is for work, work, and again work; for something, *anything* to keep their hands busy and their minds at peace through all the long seasons of the year, the changing pageant of which they cannot watch; through all the long hours of the clock, the striking of which they never hear.

Persons close to the deaf-blind realize this too; they know the sluggishness, the slow but sure degeneration that comes of absolute idleness. In their perplexity, they look about for some employment acceptable to their charges, forgetting, in their too kindly solicitude, that any healthy work a grown person can do is infinitely better than no work at all. Quite often, when the interest has worn off from their usual studies and occupations, big, strapping deaf-blind boys and girls, in their late teens or over, begin to mope, refuse to study, and idle along whole days at a time. There is no greater mistake than to let them indulge in such fits of moodiness, symptoms of an ingrowing malady and especially harmful to them. If they will not do their usual tasks, they should be made to do something else, the more active in form, the better. If the weather permits, the boys can be set to spading a garden-plot or raking the fallen leaves or doing hard exercise in the grounds familiar to them; if the weather is stormy, they can be sent down to the "gym," there to punch a medicine-bag, run around the track, or do something just as strenuous for an hour or longer. The young women will be none the worse for a protracted session of sweeping, bed-making or dishwashing. The chances are that with such treatment they will regain their equilibrium

and avoid a too close acquaintance with the dark demons of moodiness.

One grown deaf-blind lad whom we once visited at his school was dawdling away in his rooms when we asked to see him, although his companions were busy at their class-work and a warm sun and clear breezes made the spring day as heady as red wine. Was the young man sick? we asked. We were answered that he was perfectly well, which was borne out when the lad finally appeared: a six-footer in his twentieth year, intelligent and able-bodied, but quite evidently steeped, that day, in what his teachers called his periodical "blue funks," at which times he refused to do anything but moon around or grumpily stay in bed all day! "Heavens!" we exclaimed, "but that is rank poison for him! Does he know the lay of the land hereabouts? Perfectly? Then set him to pushing the lawn-mower over the school-campus the rest of the afternoon, and every time he feels disinclined to do anything else! . . . ." Another nineteen-year-old boy, out of school for a year, with a fair education and some vision and hearing still left him, did not object to working but made no effort to keep active until something "suitable" were found for him to do; meanwhile, he spent all the long months indoors, reading. Now, reading is, in itself, of incalculable value to the deaf-blind—we have stressed that already—but work is of first importance, especially in the case of a young man. To his troubled teacher, who found time to visit him and who appealed to us for advice, we wrote to the effect that such a life was stagnation and that her former pupil would be infinitely better off digging potatoes, washing floors, or turning a churn or a grindstone, until such time at least as he could decide on some trade or other steady occupation: he would be making himself useful by daytime and keeping his muscles in condition, and would be so healthily tired at night that sound sleep would bring energy and a desire for work every morning.

From all that we have said it can readily be inferred that one of our greatest problems is the finding of ways to keep the deaf-blind busy and making some part, if not all, of their living-expenses. So far, the practice with the blind, and still more with the deaf-blind, has been to confine them all indis-

criminately to some simplified trades and crafts, some of which have to meet the deadly competition of prison-labor. For example, caning and broom-work. At best, these crafts are practical only for the deaf-blind who live in communities where there is a work-shop for the blind, and these shops are not any too numerous. But for isolated cases, which are in the majority, this sort of work is not always practical. As a life-work, it is hardly of the nature, either, to satisfy well-educated human beings, in many cases high-school and college graduates; for of these there are many in the long list of those blinded and deafened in adolescence or maturity. Sometimes, too, specially apt pupils who have been deaf-blind practically all their lives are encouraged to strive for college degrees, although some thoughtful pedagogues question the ultimate benefit of such a procedure. In our opinion, a college course for the deaf-blind, even those of high mental caliber and physical stamina, is hardly to be recommended, much as it tends to enrich the mind and develop the faculties. There is no evading the fact that the aftermath will be as dead-sea fruit, since the deaf-blind college graduate will inevitably meet with disappointment and disillusion when he tries to find a life-work shoulder to shoulder with his peers who hear and see. And therein lies too much frustration. . . . . But there is Helen Keller, you will say. Aye, there is Helen Keller. But hers was one of the pioneer cases, the one that, through a favorable combination of circumstances, attracted the greatest attention. It is doubtful if any other deaf-blind person, no matter how gifted mentally, could ever repeat or even approach Miss Keller's success, which has been due not only to her very unusual gifts, but also to proper financial backing early in her career, and still more to Ann Sullivan Macy's life-long and extremely efficient companionship and guidance. No other case similar to hers could now attain to the same world-wide fame and publicity value, nor attract the same great personal following . . . . How many venturesome souls who imitated Lindbergh in his epochal flight across the Atlantic have been forgotten of the public the next day, while Lindbergh's name and fame will go down to posterity.

Where, then, shall we turn, in our search for occupational training for the deaf-blind? First of all to the deaf-blind

themselves. They have individual likes and dislikes, aptitudes and downright talents. In the case of adults who have been trained in some trade or gainful occupation before their physical infirmities closed in on them, the best things for them afterwards are often their old pursuits, no matter how impracticable they may seem at first thought. Of course, there are some lines of work absolutely closed to a deaf person, such as telegraphy; and other occupations which, from their very nature, a blind person cannot attempt, such as draughting. But many other trades and handicrafts and occupations can be followed by the deaf-blind. We have in this volume biographies of deaf-blind persons who have successfully pursued, in spite of infirmities, their old trades of shoe-making and repairing, carpentering, and the execution of intricate mechanical models in wood or metal; others turned to magazine-selling and farm labor, also certain processes of book-binding. Still others learned to transcribe into Braille the lesser-used forms of type for the blind; or they help in special processes of Braille printing; while one mechanic, grown deaf-blind, turned his clever and trained hands and mind to the repairing of Braille machines and typewriters. A middle-aged deaf-blind man, who lives near a fine ocean beach, makes a fair living by renting goat-wagons to small children for riding up and down the sands. A certain old man makes and sells toys.

Most deaf-blind women and girls are skilled in some sort of housewifely art, such as cooking, knitting, sewing and tatting. These useful feminine pursuits should always be encouraged, but in most cases they are not money-getting, and the women-folk need money as much as the men-folk do. Some of the occupations mentioned above as being carried on by men are also suitable to women, as are other lines such as cardboard-box making, the weaving of rugs, bed-covers and shawls, the making of hammocks and net bags, and so forth.

Here, we come to a new and untried field, but one that seems to us peculiarly suited to deaf-blind men and women (or the merely blind): this promising field is *horticulture*. The deaf-blind are peculiarly susceptible to the appeal of all growing things. Why, then, not train them to some sort of gardening and indoor plant cultivation? By this we do not mean general

farming or gardening, though there is no reason why some few deaf-blind persons with a taste for them should not try these pursuits, or some phases of them. Our special recommendation is for certain definite lines of horticulture, such as the cultivation of potted plants, bulbs, and ornamental shrubbery. For this, a certain agricultural foundation should be acquired, of course, and we are of the decided opinion that, whenever practicable, a year or two spent at an agricultural school would be worth far more to any deaf-blind young man or woman than a bachelor of arts degree.

For years, and years, the blind and the deaf-blind have been basket-makers, and thousands of florists' baskets have been turned out by them. But how many of these baskets have been filled with blooming plants grown by the same hands that made the graceful holder? Yet potted plants can easily be grown and command a steady market, as do the so-called Dutch bulbs, calla lilies, and such. Bulbs are easy for the blind person to plant and keep track of. They are most easy to care for, too, and very rarely fail "to come up" and bloom, while seeds are temperamental, not so easy to plant or store and label. Dahlias and gladioli are dependable things, and they multiply year by year, to be divided and stored and replanted again and again.

Another favorable factor in this growing of bulbs and potted plants is the fact that certain bulbs from Holland and other countries can no longer be brought into the United States, because of certain tiny bugs and other pests that also came in with them. Yet these plants can be grown just as successfully in many parts of our country, out of doors, while they flourish indoors anywhere and everywhere, in pots that do not take up much room and permit of their easy disposal. As to the friendly crocus and paper-white narcissi, all they require is a small bowl, a few pebbles and water.

For such persons as can take care of a small plot of ground, or, better still, of a large one, the possibilities are almost endless. For instance, dahlias of prized varieties, such as are grown in the dahlia garden of Roger Williams' Park, Providence, R. I., grow as tall and compact and large of bloom as sunflowers, are as variable in size and shape and color as roses, and the bulbs fetch fancy prices: six to fifteen dollars a dozen

for prime bulbs. Then there are the hardy little chrysanthemums, that make such lovely and spicily-fragrant bouquets, and bloom late in the autumn, when the gardens are usually bare, then go to sleep again and obligingly come up briskly, of their own volition, the next season. And who can resist lilies of the valley? Yet all they require is a shady, damp and loamy patch, and the setting out of a quantity of first-class valley-lily "pips." They will quietly grow and multiply their tender green shoots year by year, until great bouquets of the fragrant blossoms will reward the gardener each season without much additional care. And that lilies of the valley are salable, none will deny. The sturdy gladioli have no fragrance, but what dependable cut-flowers they make, and how easily planted into the open soil and taken out again! As for peonies: all they need, if the stock is good, is the knowledge of what plant-food they like, for the rank food that roses thrive on will kill the peony plants. But peonies are less temperamental than roses, and, as a rule, hardier. A sub-division of their roots every half decade or so will keep great hedges of peonies growing up season after season, to furnish heavy heads of blooms to the hands of the blind gardener, who will not be scratched and torn, as by the more imperious roses; while the fragrance of the peony-blossoms has almost as many gradations as that of the rose itself.

"Others may see thee; I behold thee not;
Yet most I think thee, beauteous blossom, mine:
For I, who walk in shade, like Proserpine—
Things once too briefly looked-on, long forgot—
Seem by some tender miracle divine,
When breathing thee apart,
To hold the rapturous summer warm within my heart.

We understand each other, thou and I.
Thy velvet petals laid against my cheek,
Thou feelest all the voiceless things I speak,
And to my yearning makest mute reply;
Yet a more special good of thee I seek,
For God who made—oh kind!—
Beauty for one and all, made *fragrance* for the blind."[6]

[6] Florence Earle Coates, "To Helen Keller with a Rose."

Last but not least, for those who would like to branch out still more and have the land to do so, there is the growing of dwarf trees, ornamental shrubbery, and stock for green hedges. There is the fascinating promise of a strawberry plot, perhaps of the ever-bearing kind that gives several crops a season: for what is there to prevent a clever blind gardener from setting out his plants and tending them, and then harvesting himself, at least, in part, his delicious berries? . . . . Oh, there are a hundred and one things that grow complaisantly to the hand of the blind, if one but gives them a trial. And the blind and deaf-blind men and women who engage in that vocation will get, for good measure, besides the fragrance of the flowers and the wonderful shapes and textures of all plants, the fresh air and the warm sun and the four winds of heaven as an integral part of their work. Going back to Mother Earth is ennobling and satisfying to most of us, for, nearly always, it brings content.

The final aspect of this question of work for the deaf-blind is the marketing of their merchandise. There are three ways to dispose of it. The first one is through workshops for the blind, established in many of the larger cities. Workers in these shops execute orders for caning, brush-work, basketry, etc. For home-work, the process is different. About the only organized way is for the few State Commissions for the Blind to distribute material at cost to the workers in the homes and market the finished product for them afterward. In some few centers this cooperation is beautifully and actively carried out, but mostly, this way of selling the goods is slow and uncertain, because of our lamentable lack of a central organization and of energetic and business-like heads to find out by experiment and comparison what special lines are most profitable in each community, and to lift the public's interest, usually sporadic and merely charitable, to the plane of a conscious civic duty fulfilled twelve months a year.

"In Germany," says John A. Macy, "the system of *After-Care* illustrates the marvelous unity and coordination of German life and also its paternalism. The blind live at their homes. Even the small towns have workshops. And over them all is the directing genius of the superintendents

of the Institutions for the Blind, who visit the individual workers, require constant reports from them, furnish materials at cost, and help the workers to sell their goods."

The second way is for the deaf-blind personally through their relatives or friends, to find the customers for their goods, which will sell themselves if they are of sufficient excellence. On this subject, a teacher of the blind, herself blind, has these pithy words to say:

"I believe that if they are taught to do a good piece of work, and have friends, the deaf-blind can sell everything they make. This is the experience of our work among the blind here in Kansas. Of course, different States present different problems, but we can always sell every good piece of work that the blind make."

The third way is to study the community in which one lives, or the neighboring countryside, to find what demand there is for any special thing and to proceed to fulfill that demand so acceptably that one's place in the sun is assured. And whichever way one chooses, a little judicial and persevering advertising, in the home papers or special publications reaching the persons most likely to be interested in what one has to offer, will be of practical benefit. The fact remains, however, that we need a sort of general planning and supervising board for the work of the deaf-blind in general, all such efforts to date having been scattered, desultory, productive of little lasting results. To quote again, Mr. Louis Kelley, who has considered turning his hand to many handicrafts recommended as particularly suited to the blind, but who decided to continue in his former profession, adapting it to the changed conditions of his life, we do but half of our task when we leave the blind and deaf-blind in the lurch when it comes to the marketing of their products. To use his own words:

"The various schools and agencies for the blind urge us to learn this or that thing, usually rush-work and broom work, but they cannot tell us how or where to sell our products. It is not the problem of *learning,* but that of *selling* that bothers the blind most. My heart goes out to those who know how to do these things or other things, yet cannot dispose of them. I hope that your work may result in an organization to help the deaf-blind . . . . to

provide them with a sort of partnership, either in some cooperative association, or with some individuals trained and fitted for the work. . . . ."

Just such a cooperative organization for the marketing of products made by the blind has recently been established in Montreal and is working successfully.

The plan recently adopted by the Kansas Association for the Blind for the education of the public and the marketing of the goods made by the blind is a noteworthy one. We here quote on the subject Miss Lovelia Hilty, herself blind and the teacher of a deaf-blind woman:[7]

"Very soon after its organization the Kansas Association for the Blind realized that one of the first essentials of progress is public education concerning the needs and capabilities of the blind. There being no large cities in the State, it was decided to carry on an educational campaign in conjunction with fairs and other large public gatherings. After some persuasion on the part of those interested in the blind, a very small space was given the blind at the Kansas Free Fair at Topeka . . . . The sincerity of effort, coupled with the novelty of the exhibit itself, made this little corner the most-densely populated section of the entire grounds . . . . The Department for the Blind has remained an active department at all succeeding fairs.

"Here blind compete with blind for premiums on all sorts of hand work, as well as cooked and baked articles. The list of articles which bring premiums are in themselves a wonderful advertisement for the blind, as these fair-books go to thousands of homes throughout the state.

"Besides the premiums offered, a selling concession also has been granted, and many a worker gets a sizable check at the end of each fair. It furnishes a market which to date has never been overstocked with well-made articles. It also furnishes a wonderful opportunity to study the trend of public taste and to find out just what articles are good sellers. . . . . Advertising material is also handed out and the public learns of the whereabouts of chair-caners, broom-makers, basket and furniture makers and the like. The financial value to the blind cannot be estimated by the sales balance.

"Though these exhibits were planned to educate the public, they have become a sort of training center for the blind themselves. . . . . Often the demonstrators working

7 "The Blind at Fairs." Lovelia Hilty. *Outlook for the Blind.* June, 1929.

on their different lines teach one another at odd times. But the greatest advantage is offered by the contact with the public. A few years at the fair will rob any blind person of any sensitiveness he may possess.

"This year, four towns have had booths where the blind work, and hundreds of thousands of people have learned something about the blind; have, perhaps, altered a notion of long standing about them and are ready to be interested further in their welfare . . . ."

To the disabled, the handicapped men and women everywhere, perhaps more than to any other class in the world today, has been brought home the full truth of the Scriptural pronouncement: "By the sweat of thy face thou shalt eat bread." But no other human beings on earth, either, have as a rule such really gallant souls. And often, the greater the infirmities they bear, the greater their determination to do a man's work in the world. That other Scriptural saying to the effect that "The spirit is strong, but the flesh is weak" is interpreted as especially meaning, for them, that no matter how weak the flesh may be, the spirit can be stronger.

CHAPTER V.

THE PARTS OF STATE, CHURCH AND WELFARE SOCIETIES

Writers of all times have had a way of referring to their own particular epoch as being one of transition. In a way, they all were right, since there can be no stepping upward, no going forward, without meeting with transition. Our own times are eminently changing ones: the great discoveries and inventions of the past half century had revolutionized our way of living before the World War and its attendant miseries forced us to unprecedented efforts in cooperative organization, in medicine and surgery, in humanitarian enterprises. It brought a keener realization of human solidarity, and with it a more general desire for human service. Nations grew world-minded; communities heeded the appeals of forlorn groups far across the seas; individuals everywhere awoke to a new consciousness of their opportunities in the field of social service. Consequently, there is today not only a general willingness to engage in welfare work, but a large and ever-increasing number of men and women training for such service and earnestly studying the best methods of public and private assistance. Furthermore, with the determination to be scientifically efficient goes also the desire to bring into action those beneficent higher qualities without which philanthropy is but a soulless machine, a "robot" doing a half service to those who most stand in need of service full and blameless.

Our day, then, heralds a decided advance in the care and education of all handicapped humans; indeed, much has been done already in that field, through the rehabilitation of the wounded and disabled soldiers of the great conflict.

> "The example of those who have overcome the obstacles due to disablement is one of the most precious of the moral inspirations of the war, and should be spread before the young of all lands beside the story of great men who rose from obscurity and of the most heroic war martyrs fallen in battle. A man who has been shattered in body and mind and nevertheless succeeds in making good, despite

his infirmities and in the face of many subtle temptations from within and without to be a laggard, is a true hero of morale, of whose life even a nation seeking rehabilitation from the ravages of war should take heed . . . .''[8]

But we can all profit by such dearly-bought moral victories and also take cognizance of the special processes through which they were achieved. Taking a leaf or two from the records of army surgeons and nurses who have been and still are engaged in remedying the evils of war, in counteracting the effects of battles and shocks and privations, we can take at the same time a decided step forward in the care and training, the education or re-education, of that other army of wounded coming in steadily from those everlasting battlefields of heredity, disease, cataclysms and accidents.

In our own realm of the deaf and the blind, we would do well to heed the following words of wisdom:

''In our study of permanently acquired deafness in the adult, we have been impressed with two important features, apparently correlated with the loss of hearing, that is, suspicion and social ostracism. These conditions are in no way physically related to deafness, but are more the outcome of the psychology of the deaf mind and the non-deaf mind. The deaf person, not hearing what is said around him, becomes suspicious that general conversation is directed at him or relates to his infirmity. Hearing persons have an aversion to conversing with the hard of hearing or deaf. Add to the torment thus created the torment of the various physical symptoms, and you have in the deaf an unhappy state of mind . . . . Another condition is the modification of the voice . . . . It is a singular trait of mankind that he avoids the deaf and derides the individual who presents difficulties of speech production. . . . . Contrast one so afflicted with one afflicted with blindness: The blind has a serene mind born of the knowledge that all mankind extends to him a helping hand, a confidence begotten through the feeling that mankind universally sympathizes with him, and is only too happy to give him succor and aid.''[9]

On the other side:

''Left alone, a blind man will hypnotize himself and certain tasks at once become impossible . . . . But if his

8 G. Stanley Hall. "Morale."
9 Lt. Col. Chas. W. Richardson, Medical Corps, U. S. A.

friends depress him by continually expressing their sympathy, they magnify his disability, which is, of course, the exact opposite of what they should do. . . . . A blind man must be surrounded by an atmosphere of helpful, affectionate understanding, and not by an atmosphere that acts as a narcotic."[10]

"From the beginning, disabled men must be accustomed to the idea of work, of self-support; and not only to the idea of work in general, but to work in some special occupation. This should be done by conversation, by every power of suggestion. Training of that sort is as much a part of remedial treatment as is nursing or operation. If it is wanting, men become hospitalized, lose all wish for initiative, for work, and become prone to mental and nervous disorders."[11]

If proper care and re-education, if training in some trade or gainful occupation is the just meed of the ex-soldier, it is no less the birthright of every citizen who finds himself in the same plight as the war-veteran. And it is as much the duty of the State to make a fair provision for the one as for the other. The exigency, at least, is the same, and there is but one standard for the State in such matters: the welfare of its citizens.

Coming, then, to what the State can and should do for the deaf-blind, we make the following recommendations:

1. That State Boards of Education register every case that needs very special care, no matter what the child's handicap may be; that these records be kept up to date and easily available.
2. That State Commissions for the Blind, or other properly recognized associations for the welfare of the blind in each State, take from the above records all cases of deaf-blindness, absolute or partial, adding all adult cases as they come in. The information in these files should be as complete as possible and continually revised.
3. That one member of each State Commission—where such commissions have been established—or of duly accredited blind welfare associations, be given the special duty of looking after the deaf-blind of that State, said member to make a conscientious study of deaf-blindness, of the facilities available in the State for the education and training of deaf-blind children and adults, and, lacking

[10] Dr. Jean de Cabaussel, of France.
[11] Major John L. Todd, Board of Pension Commissioners of Canada.

these, of the provisions the State can make for such education and training elsewhere.

4. That, wherever such facilities and provisions are lacking, immediate means be taken to remedy the situation.
5. That the person especially delegated to look after the interest of the deaf-blind in each State visit them regularly. Even when the deaf-blind are properly taken care of and need absolutely nothing, the visit will be of benefit to them and to the social-worker, who will learn something from every case visited. But the chances are that some real need will be uncovered at each visit: need of more social contacts; of reading matter of the special grade or type the particular person is familiar with; of the wish for lessons in handicrafts or trades; of medical help, even of financial help. Sometimes, the social worker will be able to give good advice to ignorant or merely thoughtless relatives or friends of the deaf-blind. Often, finished home-work can be taken away to be sold and suggestions offered as to the next pieces to be attempted. And nearly always, valuable information can be sent back to headquarters to be added to the files.
6. That the various States, through the proper departments: boards of education, of charity, of welfare, commissions for the blind, etc., take proper cognizance of what is being accomplished elsewhere in the interests of the deaf-blind. A regular inter-State exchange of information on the subject would be of much practical help.
7. That, in the event of an educational and welfare center for the blind-deaf being founded, the States accord said center their approval and support in such ways as are found feasible, thus establishing a sort of nation-wide cooperation in the matter of information, education and general welfare-work for the deaf-blind of the country.

As to the churches, they can do a great deal, and should at least try to do much more than they are doing now to ameliorate the lives of the deaf-blind. The dynamic force of a man's life is in his soul, his character. The highest, most infallible source of such power is in the religious ideal and what it stands for: faith, hope, love, courage, steadfastness and righteousness. The deaf-blind who have cultivated these qualities are truly admirable human beings in whom the bitter waters of marah have washed away much of earthly dross, letting the spirit shine through like the gleam of native gold. Have they not, then, a right to expect from their fellow-beings

those other qualities that will make their lives less bleak, more bearable: justice, tolerance, consideration, patience and kindness? And we do not mean these qualities considered in their passive sense, but in their active manifestations of continued good-will and service.

In our enquiries concerning the pleasures and recreations of the deaf-blind, the answer was, in very many instances, that they especially like to attend church services, although quite unable to see or hear what goes on. This mute avowal of an intimate need of spiritual help and solace prompted us to record, whenever possible, the particular religious affiliations of a deaf-blind person, in the individual biographical sketches, in the hope that the various churches interested will minister to the needs of these so worthy members of their flocks.

If we may ourselves express a wish and make a suggestion, It would be to urge the various religious bodies to assign one man to the special ministry of the deaf-blind. One priest, one minister, one rabbi could take care of them all. A knowledge of Braille and the manual alphabet would be the only special qualifications needed, aside from those of sympathetic human insight and that power to simplify fundamentals and make clear the purposes of life which is the very kernel of learning. This priest, this minister, this rabbi, if he could not visit in person each and every deaf-blind man, woman and child committed to his spiritual care, could easily keep in touch with them by means of personal letters, also directing and advising their charges' pastors. Thus, no matter what parish changes occurred, the deaf-blind faithful would always be properly looked after, and proper persons provided to assist them in the performance of their religious duties. This would be of two-fold benefit to them, since the deaf-blind are forever hungry and thirsty for friendships, for contacts with the outside world, for warm hand-clasps, happy words, and a closer bond of understanding sympathy.

And if all the needful things spoken of in these chapters were done for the deaf-blind—as we devoutly hope they will be in the near future!—those to profit most by them would perhaps not be the deaf-blind themselves, but rather we, their

hearing, seeing friends. To use the expression of an eminent blind man, the humane work which can teach us

> "the power of a normal soul to grow straight and strong under proper influences, no matter how twisted and broken its physical tenement,"

can also incite in us all the desire and the will to rise to our own full stature; to emulate the man of the Scriptures who had many talents and used them all. If we learn to curb our selfishness and self-indulgence; if we are willing to put the welfare of mankind, of the nation, of the community before the pleasures of a care-free life; if, in short, we learn the joys of service: then, and only then, will we measure up to the supreme tests of citizenship.

In the last analysis: how truly poor is the soul that knows but its own small self!

STATISTICS

Total number of cases	665
Canada	47
United States	618
Colored	17
Married	85
Children needing a school	20
Adults needing education	2
Children needing education outside of school, because their physical condition is such as to make them unfit to be in school with other children	6
Adults needing a home	14
Those needing support or help	14
Those needing employment or occupation	25
Adults now in Homes (This does not include hospitals)	101
Children now in schools for the blind or the deaf (up to age of about 25)	35
Adults now in schools for the blind or the deaf	6

NUMBERS BY STATES

Alabama	16
Arizona	1
Arkansas	2
California	31
Colorado	19
Connecticut	19
Delaware	0
District of Columbia	2
Florida	4
Georgia	3
Idaho	2
Illinois	27
Indiana	10
Iowa	8
Kansas	19
Kentucky	3
Louisiana	5
Maine	0
Maryland	16
Massachusetts	30
Michigan	14
Minnesota	15
Mississippi	2
Missouri	25
Montana	2
Nebraska	4
Nevada	0
New Hampshire	3
New Jersey	7
New Mexico	0
New York	123
North Carolina	2

NUMBERS BY STATES

North Dakota	2
Ohio	43
Oklahoma	6
Oregon	2
Pennsylvania	75
Rhode Island	1
South Carolina	6
South Dakota	3
Tennessee	5
Texas	13
Utah	7
Vermont	5
Virginia	3
Washington	10
Wisconsin	22
West Virginia	1
Wyoming	0
Canada	47
Total	665

Biographical Section

These biographical sketches were compiled and written by

REBECCA MACK.

Further information about these cases can be secured from the authors.

We have listed the cases alphabetically, as they stand in our files, and have used the full names only of those persons whose express permission we have obtained, or of cases already mentioned in newspapers and periodicals all over the continent. For other cases we have substituted initials. The name of the State at the right of each case indicates the home State of the person concerned.

Biographical Section

AAMODT, Quentin. Minnesota.

Born 1918. Partially deaf and partially blind only. Neither handicap has thus far assumed major proportions. Since his deafness seemed the greater bar to his school progress, he was assigned to a class for the deaf. Attends Deaf Department, Boys' Vocational School, Minneapolis, Minn. Is progressing very slowly in his school work, as it is very difficult for him to read the lips with his poor sight, and he is absent a great deal due to illness. Is ten years old, and doing second grade work. Diagnosis of eye conditions was interstitial keratitis. At time of diagnosis, the doctor expected the eye condition to improve, or at least, to remain stationary.

E. A. Massachusetts.

Adult.

M. A. Colorado.

Born December 29, 1887. Born deaf, with defect of sight. Cause not given. Physically and mentally weak, nervous, and irritable. Improved little under instruction. Attended Colorado School for Deaf and Blind, Colorado Springs. Has had but little education. Entered school September 6, 1893, but left within a few days, because of physical condition. Reentered in 1895-6; left in 1896-7.

E. L. A. Illinois.

Born 1860. Has been blind since she was four years old, when, in 1865, she lost her sight through accidents. Deafness has been coming on for about twenty years. Is very deaf, but not mute. Cannot understand common conversations, but people can make her hear by talking very loudly. Reads Revised Braille Grade One-and-One-Half, and Grade Two.

Mrs. P. A. Canada.

Adult.

R. A. Connecticut.

Adult.

A. A. Pennsylvania.
Born 1880. Deaf, and nearly blind.

Mrs. O. A. Minnesota.
Adult.

H. A. Missouri.
Born March 29, 1918, in the Bethesda Home. Weight at birth was four pounds, sixteen ounces; six weeks premature. Father was a mechanic and cab driver. Mother deserted her child when it was one month old. The child spent two years in the Boston Nursery for Blind Babies, where she was considered mentally retarded, but of keen hearing. Subsequently she spent three years in a foster home and three years in an orphanage. September 3, 1925, she was admitted to the St. Louis Training School, as a ward of the Board of Children's Guardians. She did not walk until the age of three, and does not talk, except to try to pronounce her name. She has been tested by eye and ear specialists and by mental experts. May not be entirely deaf. Seems to hear sounds, but not to understand words. Mentality doubtful, but in the absence of tests for the deaf-blind, this cannot be determined positively.

General appearance and physical condition fair, but cannot care for herself, and has no control of personal habits. Blind since birth, from corneal opacities. Partial deafness since birth. Has some acuity for vibration.

May become educable through special training.

V. A. New York
Adult.

L. A. Iowa.
Born August 9, 1912, in Osage, Iowa. Parents living. Partially deaf — almost entirely so; partially blind. Has been receiving treatments at State University Hospital, Iowa City, Iowa. Hoping that by opening of school term, September, 1929, her vision will be so improved that she will be able to enter Iowa School for Deaf, Council Bluffs, Iowa, as a deaf pupil. She can hear a little; can hear a radio when seated close to it. She states that one eye seems to have cleared up very well, but other eye is not doing so well. She is to return to hospital some time before opening of school, and if doctors so advise, she will be placed in Iowa School for Deaf. Her poor eye condition has existed since she was a young child; consequently, she has had very little schooling; but mother stated she thought she would be able to do fifth

grade work. The hearing defect did not appear until some time last winter—1928-9. Within a very short time, she was entirely deaf. It is quite evident that treatments at hospital have been very helpful to her. Another visit to hospital resulted in her admittance to Iowa School for Deaf, October, 1929.

D. A. Pennsylvania.
Child. Not teachable. Mentally deficient. Cannot talk or walk. Brother of R. A.

R. A. Pennsylvania.
Child. Not teachable. Mentally deficient. Cannot talk or walk. Brother of D. A.

E. A. Michigan
Adult.

D. B. Pennsylvania.
Adult.

C. C. B. Massachusetts.
Adult. Has been partially deaf thirty years, partially blind all her life, and totally blind about twenty-five years. Is very happy. Is blessed with good health. Has a great many friends and relatives. Lives with a cousin in the winter time, and visits her friends during the summer. Reads four systems of embossed type, and writes three. Typewrites. Educated in School for Blind, Batavia, N. Y., for two years. Was obliged to leave school because of her deafness, and other trouble with her ears. Wears an acousticon all the time, with which she hears very nicely, especially over her improved Crosley Radio, which she has had four years. Can understand all sentences over the radio, but cannot hear in church. Does go to church occasionally, though. Is an Episcopalian. Does housework, crochets, knits, and does chair caning. Went to Cambridge, Mass., where she learned chair caning, and it proved successful.

J. B. Texas.
Adult. At School for the Deaf, Austin, Texas, Miss Mamie Heflybower tried him out, but found him unteachable.

E. B. New York
Adult. Educated at New York State School for the Blind, Batavia, N. Y. Is blind and quite deaf, and does not find much joy in life.

W. B. Illinois.
Adult. Blind, and deaf in one ear. Gives sacred concerts.

Rev. A. T. B. Canada.
Adult. (B. A. 1899; M. A. 1907; B. D. 1915.) Professor in St. Thomas Theological College, University of Alberta.
Not originally deaf, but has become so to a very large extent. Does not use manual alphabet, but is still able to hear some with aid of ear device. Blind since early childhood.

C. B. Pennsylvania.
Born 1891. Totally blind; partially deaf. Is a piano tuner and musician, but finds some difficulty in getting work. Since he has been married, has devoted his time to street soliciting.

M. B. Indiana.
Adult.

BARON, Carmel. Canada.
Born 1922. Attends the Deaf-Mute Institute for Girls, Montreal, Canada. Deaf-mute, with very poor sight. Frail and pale. Has tubercular glands, and is often in the infirmary. Is ambitious, and always anxious to be in class. Is intelligent, and always quick to grasp a question, and to answer it, if she is close enough to the other person, and if the light is favorable. Was first in the oral class for beginners, but it tired her eyes, and made her so nervous that she was transferred to the manual department. Is progressing well there, and reads, and writes simple sentences already, after but four months of tuition.

L. B. Alabama.
Adult. Totally blind; partially deaf.

M. B. Massachusetts.
Adult.

M. B. Wisconsin.
Adult. Educated at Wisconsin School for Deaf, Delavan, Wis.

Mrs. E. B. Kansas.
Born 1852. Lost hearing at forty. Is entirely deaf. Now almost blind, from neglected granulated eye-lids. Is sometimes able to read large print, but not always. Has been given

method of communication which serves her when her sight is too poor to read script.

M. B. New York
Adult. Blind and deaf; not totally, but so much so that it is a serious handicap; extremely hard-of-hearing.

W. B. Pennsylvania.
Born 1909. Partially blind; partially deaf. Graduated from Western Pennsylvania School for Blind, Pittsburgh, Pa. Has tried soliciting for magazines, and at the present time is trying to sell Fuller Brushes.

E. B. Canada.
Born 1850. Deaf many years. Recently blind. Attends Deaf-Mute Institute, Montreal, Canada.

B. B. Pennsylvania.
Born 1879. Totally blind, and almost totally deaf. Graduated from Western Pennsylvania School for Blind, Pittsburgh, Pa. Does some sewing for Pittsburgh Workshop for Blind.

C. B. New York
Adult. Colored.

Mrs. H. B. Massachusetts.
Adult.

BEAN, Samuel William. California.
Adult. Educated at California School for Blind, Berkeley, California. According to his teacher, Miss Mary Eastman, she completed high school work with him, and he could have entered the State College, but Miss Eastman was unable to go with him. He made an especially good record in academic subjects at school. He is married, and has normal, bright, lovely children, with perfect sight and hearing. He sells poetry he wrote at school, and travels all over the country.

Mrs. E. C. B. Colorado.
Born 1858. Dressmaker. Needs support. Typewrites. Reads embossed type.

R. B. New York.
Adult. Partially blind; totally deaf. Educated at the New

York Institution for Instruction ot Deaf and Dumb, New York City.

BENSON, Orris. New York.

Born at Grahamsville, N. Y., in 1881. At age of two and a half, he became deaf and blind through illness, probably spinal meningitis. He was active, and could handle his father's tools. Played with seeing, hearing children. In 1888, he entered the New York Institution for Instruction of Deaf and Dumb, New York City, where there were a few deaf-blind pupils. Had special teachers, and learned very well. He learned to be industrious and manly. Left school when he was twenty-one years old. Went home and tried to do cabinet making, but did not get much work. Mr. Wade gave him a chest of tools. He tried poultry farm business, and failed. Worked at Maryland Workshop for the Blind, Baltimore, caning chairs and pressing seats,—he can seat many chairs a day. Earned some money, but work was not steady, and he made very small wages. Also made brooms. His senses of touch, smell, and taste are very acute. Has tried living with a brother on a farm. Needs employment. Has a good mind, and fairly good education. Converses by means of manual alphabet, and keeps abreast of the times by reading literature for the blind. Reads New York Point and Braille Grade One-and-a-Half. Typewrites.

A. B. Missouri.

Born 1914. Is definitely deaf-blind. Has had no educational opportunity up to the present time. Probably has a certain amount of mental ability, inasmuch as she has in her limited social contact learned to take care of her personal wants, feed herself, tie her shoes, and apparently recognize things by touch, in a measure. The St. Louis Training School, not catering to either deaf or blind children, would be unable to do very much for her, except to give her custodial care. If there is an opportunity in this country for her, they feel that the effort would be well spent. The family has not asked for charity, but would be entirely unable to contribute anything towards the expense, inasmuch as the father earns but about twenty dollars a week, and has six dependent children besides this girl. The cause of her loss of sight and hearing is supposed to have been spinal meningitis at two years of age. Her features are apparently normal, and her sense of touch seems unimpaired.

F. B. Michigan.
Adult. He seems to be very delicate, and is without any form of employment.

BERGER, Clara. Canada.
Born March 8, 1889, at St. Fabien, Rimouski, P. Q., Canada. Born deaf, and partially blind. Born with central spherical vision. Cannot see sideways, and must touch hands of speaker, who uses signs or manual alphabet. It takes her a few seconds to concentrate her look securely, or to recognize any person or object. Can find her way about the house or places familiar to her. Speaks some. Works at different things, being a skilled weaver. Sister of Marie-Blanche. Reads French Braille. Uses Braille slate.

BERGER, Marie Blanche. Canada.
Born at St. Fabien, Rimouski, P. Q., Canada, October 14, 1898. Born deaf, and with central spherical vision. She cannot see sideways, and must touch hands of speaker, who makes signs or uses manual alphabet. It takes her a few seconds to concentrate her look securely, or to recognize any person or object. Can find her way about the house or places familiar to her. Works at different things. Speaks fairly well. Reads French Braille. Uses Braille slate. Sister of Clara.

A. B. Connecticut.
Adult.

BERNARD, Delima. Canada.
Born at St. Cecile de Milton, Missisquoi Co., P. Q., Canada, September 10, 1873. Born deaf. Sight was never good and decreases every year. Is very nearly blind now. Does not speak, but is quite well educated and intelligent. Can still write readable and interesting letters, on large sheets of paper, which are copied later by some companion and sent to relatives and friends. Was educated as deaf-mute only; became blind later. Does beautiful weaving, knitting, caning, and other work. Cannot see sufficiently to converse with others, but must feel hands of speaker. Sister of Elida. Reads French Braille, uncontracted.

BERNARD, Elida. Canada.
Born at St. Cecile de Milton, Missisquoi Co., P. Q., Canada, May 11, 1881. Born deaf. Sight never good, and decreases every year. Is now very nearly blind. Does not speak, but is quite well educated and intelligent. Can still write read-

able and interesting letters, on large sheets of paper, which are copied later by some companion, and sent to relatives and friends. Was educated as deaf-mute only; became blind later. Does beautiful weaving, knitting, caning, and other work. Cannot see sufficiently to converse with others, but must feel hands of speaker. Sister of Delima. Reads and writes French Braille.

E. B. New York.
Adult.

J. W. B. New York.
Adult. Deaf-mute, blind. Brother of M. B.

M. B. New York.
Adult. Brother of J. W. B. He moved to New York a few years ago from Pennsylvania, and his present whereabouts are unknown.

Mrs. F. B. Minnesota.
Adult. Deaf, and partially blind.

G. B. District of Columbia.
Adult.

A. B. New York.
Adult. Educated at New York Institution for Instruction of Deaf and Dumb, New York City. Previous education: public school, and Blind Institution. Deaf, and partially blind.

H. B. Wisconsin.
Adult.

G. B. Virginia.
Adult.

T. B. Utah.
Born 1867. Invalid, and mentally deficient. Deafness and blindness acquired after maturity.

A. B. California.
Adult. Reads embossed type.

BLAIS, Virginie. Canada.
Born 1874. Attends Catholic Female Institution for Deaf-

Mutes, Montreal, Canada. Born and brought up in a remote fishing village of the Labrador coast. Had excellent home training, but absolutely no schooling until her fifty-first year. Has learned the sign language and some manual spelling. Is a skillful knitter and weaves braid on a hand loom.

H. B. Connecticut.
Born 1857. Deaf-blind.

Mrs. M. E. B. Texas.
Adult. Reads Revised Braille.

Mrs. W. P. B. Connecticut.
Born 1869. Partially blind; partially deaf. Has been thus handicapped since 1921, and sight and hearing are growing increasingly worse. Blindness due to glaucoma. Finds it difficult to mingle in society. Reads embossed type. Writes with pencil.

O. B. New York.
Adult. Deaf-blind. World War Veteran. Listed as Private.

H. B. Illinois.
Adult.

BOUCHER, Yvonne. Canada.
Born February 13, 1923, at Hull, P. Q. (Notre-Dames de Graces), Canada. Born deaf. Is so very short-sighted that print must be held very close to her eyes. Can see sideways, but cannot read plainly at a distance. Attends Catholic Female Institution for Deaf-Mutes, Montreal, Canada.

L. B. Illinois.
Born 1887. Reported as deaf and blind. Another report says he is not so; can see very well. He is a deaf-mute, with mental aberrations. His mind cannot be concentrated for long on anything. He turns his back and stares into vacancy while in the midst of a conversation in the sign language. He was sent by his brother to Michigan, where the doctors at University of Michigan improved his sight. He is now working in the State Bindery, at Springfield, Illinois.

E. B. Michigan.
Adult. Lives with his parents, and earns enough to be partially self-supporting, by canvassing for magazine subscrip-

tions, and taking orders for soap. Is blind, and almost deaf now, though he can still hear the radio and very loud talking.

Miss B. Minnesota.
Adult. Twin sister of S. B.

S. B. Minnesota.
Adult. Twin brother of the above.

M. B. New York.
Born 1859. Educated at New York State School for the Blind, Batavia, N. Y. Reads embossed type. Uses manual alphabet.

BRAWNER, Francis Leo. Maryland.
Colored. Born December 23, 1887. Born deaf. Parents were both normal, having good hearing. He entered department for colored blind and deaf, of Maryland School for Blind, in 1893. Remained until 1902, being a very good student, and above the average in mentality and ambition. After leaving school, he worked and saved his money. For some time, he worked for a plumber, even driving his automobile. In 1920, his sight began to fail, and he was soon totally blind. He was very despondent, as he thought he could never work again. He spent practically all he had trying to recover his sight. After remaining home for some time, he decided to go to the Maryland Work-Shop for the Blind, where he became a very good chair caner. He is still employed, and continues to save whatever money he can spare above his expenses. He lives with his sister. Has a good disposition, and seems to be a good man. Attends the Methodist Church. As he can neither see nor hear, he can derive no benefit from the services, but he likes to attend. He says he has no pleasures, no fun, no recreation. He loves to work, save his money, and go to church.

W. O. B. Illinois.
Born 1870.

J. B. New York.
Adult.

F. B. Colorado.
Born 1856.

G. C. B. North Dakota.
Adult.

T. D. B. New York.
Adult. Has no occupation. Reads Revised Braille.

M. B. New York.
Adult.

BROWN, William F. Louisiana.
Born in Frison, La., in 1877. Blindness started at three weeks. Enough sight remained for him to attend public school. Became deaf at twenty years, and completely blind a few years later. At twenty-seven, he entered State School for Blind, Baton Rouge, La., and graduated. Had studied for the law. Married. Is a Catholic convert. Learned handicrafts for the blind, and at present he is working at Workshop for Blind, New Orleans, as a broom maker. He reads every embossed system, and is one of the best read blind persons in the city or state. He knows the manual alphabet, and can read what is written in his hand by touch. He also has a glove with the Latin alphabet on it. The speaker touches the letters on the glove, and he knows what is spelled by the position of the letter. Has taken up a course with the Hadley Correspondence School for the Blind.

Z. B. Pennsylvania.
Born 1887. Is now insane. Formerly inmate of Home for Aged and Infirm Deaf, Torresdale, Philadelphia, Pa.

I. B. New York.
Adult. Deaf, with defective vision. Educated at New York Institution for Instruction of Deaf and Dumb, New York City, and was a teacher there. Previous education: three years kindergarten.

T. B. North Dakota.
Young boy. Attends the State School for the Blind, Bathgate, North Dakota. Blind, and quite, but not entirely, deaf.

I. B. Kansas.
Adult.

Mrs. L. B. California.
Adult.

E. B. Wisconsin.
Adult.

BURDETT, Francis Albert. New Jersey.
Born in Birmingham, England, in 1863. Came to America with his parents at age of two. Blind and semi-deaf. Blindness caused by his being hit by a moving van at age of fifty. Married. Has a married daughter, and a grandson. Was a goldsmith and jeweler before losing his sight. Is now a carpenter, and built his own house, a two-and-a-half story Dutch Colonial structure, all alone.

H. B. Pennsylvania.
Born 1866. Mentally sound. Blind and partially deaf. Is a great reader and a good talker. Was a good pianist, but had to give it up when his hearing became bad.

D. B. Florida
Adult. Totally blind; partially deaf. Can hear loud talking. Health is delicate. Canvasses for toilet articles. Lives with a friend, also blind.

F. B. Massachusetts.
Adult.

Mrs. A. B. Pennsylvania.
Adult.

A. B. Massachusetts.
Adult. Blind and deaf. Reads embossed type.

R. B. Kansas.
Adult.

H. L. C. Illinois.
Born 1864. Totally blind; partially deaf; has some hearing in one ear, and uses an acousticon. Reads all embossed types, and typewrites. Cousin is her nearest relative. She should be placed in a home. Speaks well. Seems very intelligent.

M. C. New York.
Adult.

G. C. Pennsylvania.
Born 1915. Almost deaf and almost blind. Attends the Pennsylvania Institution for Instruction of Blind, Overbrook, Philadelphia, Pa. Is a resident pupil of the school, returning

home for the week-end periods. Entered school on May 9, 1927. Previous to that, he had attended public school for a few months of each year, between the ages of seven and ten. During the last year of his attendance, both sight and hearing began to fail, until, at the age of twelve, he was very nearly blind, and very hard of hearing. It is the decision of the hospital authorities that he cannot hope for improvement of either sight or hearing. He was admitted to the Institution for the Blind on the understanding that, while they would do for him all that they were able to do, much of the individual attention that such a child requires would be denied to him. They have no special teacher to take charge of such cases, nor are they in the financial condition that would justify them in employing such a teacher. In teaching him, they are obliged, therefore, to make use of students taking the Home-Teacher-Training Course, and regular teachers who can spare a little time without too seriously interfering with other duties. By reason of his double handicap, he is unable to receive any help whatever by attendance in class recitations. His teacher must sit very close to him, and talk very carefully and slowly, repeating often. He is an apt pupil, responding eagerly and appreciatively. All of his teachers unite in reporting that no boy ever asked a larger number of questions in the same length of time; that his vocabulary is exceedingly limited; and that he seems to have an almost entire lack of ability to concentrate his thoughts upon a lesson when left alone. Under all the circumstances, they think that he has made commendable progress in the subjects taught, which are the same as are taught in the school curriculum. He is a very good Braille reader, and has no difficulty in writing. They regret that they cannot supply a teacher able to devote her entire time to one so handicapped.

E. C. New York.
Adult.

D. H. C. South Carolina.
Born 1899.

CARLYSLE, Almira. Ohio.

Her autobiography:

"I am deaf and blind, and I am thirty-three years old.

"I was born in Aliquippa, Pa., August 31st, 1896. I became almost totally deaf from measles when I was one-and-a-half years old. My sight has been leaving me gradually since I was ten.

"My father is dead. My mother lives in Beaver, Pa., and I

have five brothers and three sisters. Six of us are blind, but three of us are sighted. We are Protestants and speak English.

"I was educated at the Western Pennsylvania School for the Deaf, Edgewood Park, Pa., where I stayed for fifteen years. I never went to a school for the blind in all my life. My sister, Mrs. Burton, taught me to read and write American Braille, and I studied Revised Braille and New York Point myself. My classmates (at the school) spelled lessons in the palm of my hand, and I copied them in Revised Braille with my slate and stylus. I graduated from the school for the deaf.

"After leaving school, I helped my mother with the housework. I came to Clovernook, and have been here for five years. I learned to weave rugs, print Braille books, crochet and knit little things. I go to work at the Clovernook Printing House for the Blind every day."

She is learning to talk, but her speech is very imperfect and hard to understand.

E. C. Indiana.

Adult. Blind, and partially deaf.

M. C. Wisconsin.

Born about 1859. Became deaf in childhood, and blind during the last twenty years. Has a keen mind, and a good memory. Educated at Wisconsin School for Deaf, Delavan, Wis.

J. C. New York.

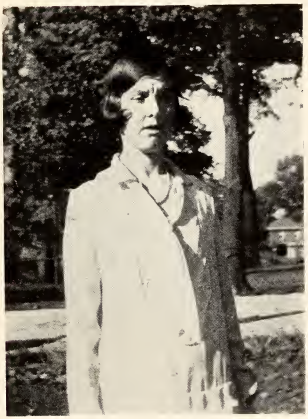
Adult. Educated at New York Institution for Instruction of Deaf and Dumb, New York City.

E. C. Idaho.

Born 1917. Her sight and hearing were believed to be defective from birth. She is not totally blind, nor totally deaf, but has considerable sight, and a remnant of hearing. Also has a cleft palate. Her mentality is considered fair. Her means of communication are through the ear and by writing. Went to State School for Deaf and Blind, Gooding, Idaho, but after she was in school a short time, her health became poor and she was returned to her home. While she was in school, she made fair progress. School does not know anything relative to her home surroundings.

M. C. California.

Adult. Was educated before she became deaf and blind.



ALMIRA CARLYSLE, OHIO

CHAPMAN, Winthrop Clark (Tad). South Dakota.

Born 1915. Parents: Dr. and Mrs. W. S. Chapman. Father is a physician; mother is a trained nurse. Tad was perfectly normal until he was four years old, when he developed spinal meningitis. This left him totally deaf and blind. There was an interim of a year and half before he had any instruction, and during that time he lost all his speech. Miss Audria Granger instructed him for a short time. Then he was given over to Miss Sophia Alcorn, who had already taught one deaf-blind child (Oma Simpson). Instead of starting with manual spelling, Miss Alcorn started all his work orally. He has been taught entirely by the pure oral method, and does not know how to spell on his hands. Miss Alcorn had him trace the alphabet, made out of sandpaper, and then give the sound, and from the sounds gradually worked up to words, just as we do with the seeing deaf child. All of his instruction has been carried on at the State School for the Deaf, Sioux Falls, South Dakota, which he still attends. During all these years, his care-taker has been Miss Amanda Harmening, and much of the credit for his success is due to her watchfulness and care. Miss Alcorn taught him for three years, and at the end of that time he had a vocabulary of 800 words, and had no trouble at all understanding his teacher by putting his thumb on her mouth. At that time, Miss Alcorn left the school, and he was turned over to a teacher who not only did not know how to teach, but was very unkind to him. The instruction that he had had was not even kept up. These conditions lasted for a year and a half, and during that time, he forgot practically everything he knew. Miss Alcorn came back to the school a year later as supervising teacher. The real reason for her return was to train some one to go on with Tad's work. They secured Miss Margaret Grady as his teacher, and Miss Alcorn gave her training, and had supervision of his work. They had to begin at the very beginning with him again, and as soon as they were able to secure his interest, he made rapid progress. A great deal of the work came back to him within the first six weeks, and by January he was begging for new work. He is greatly interested in geography, and in the different cities and states in the United States. When any state is taken out of his raised map and separated entirely from the rest, he can tell instantly by the shape which state it is. He has unusual mathematical ability, and can add, subtract, multiply and divide the longest number combinations on his number frame. Several years ago, he had a vocabulary of 1300 or 1400 words. He is an expert lip reader. It is the rarest thing that they ever have to repeat anything to him. He can take lip reading stories of about 75 words. He has unusually good speech, and

he uses it all the time. He reads speech in the following ways: with his fingers or thumbs (1.) From the lips; (2.) From the side of the face; (3.) From the back of the head; (4.) From the chin with his thumb; (5.) From the top of the head; (6.) With his hand held an inch away from the mouth; (7.) Through a wooden tube nearly a foot long; (8.) He can understand a whispered conversation from the lips; (9.) He can listen to two people at once, usually answering first the person on his right. He usually reads speech with his right hand, but he can read it with both. The first two positions are easiest for him. He is a big, handsome boy with a fine physique. He has learned to swim and row, and thoroughly enjoys the water. He is very fond of playing games and frolicking, and is "a real boy." He can tell the time accurately on an ordinary watch with the crystal removed. He has a very brilliant mind.

Tad has a brother and sister, both perfectly normal. His present teacher is Miss Inis Hall. He is now (June, 1929) ready for sixth grade work. Has a boy companion at school, in addition to his care-taker. They go to "Y" to swim, for walks, etc. Tad is fond of sports, and is full of fun. He is growing fast, and is a fine, manly boy.

M. C. New Hampshire.
Child. Deaf, with defective vision. Is now attending school.

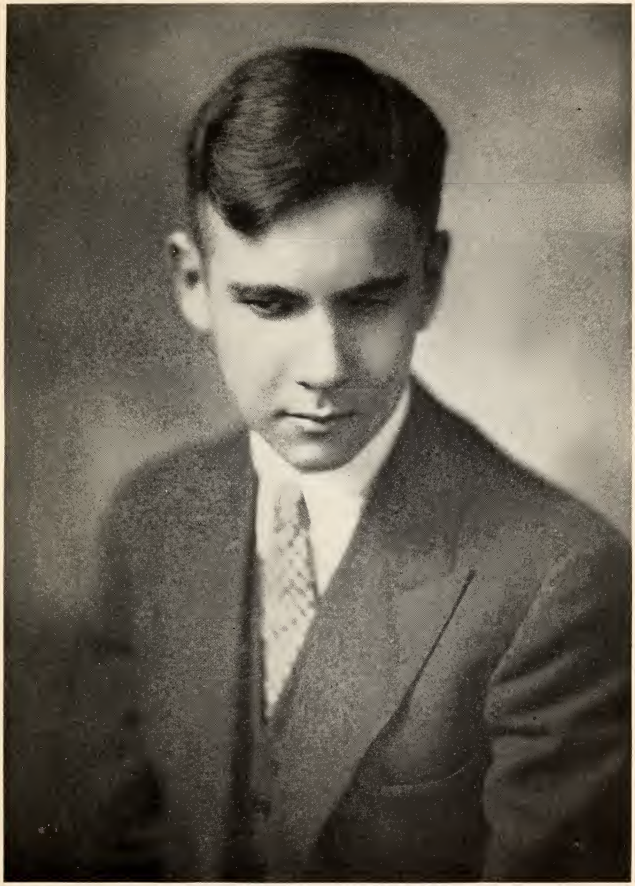
B. C. New York.
Deaf and partially blind. Educated at the New York Institution for Instruction of Deaf and Dumb, New York City. Her present whereabouts are unknown.

F. C. Illinois.
Born 1877.

C. M. C. Illinois.
Born 1865. Totally blind, and very deaf. Makes table mats, toy hammocks, etc., but has a hard time selling them. Typewrites. Reads Braille, Grades one-and-a-half, two and three.

E. C. New York.
Adult. Colored. Deaf and partially blind. Educated at New York Institution for Instruction of Deaf and Dumb, New York City. Previous education: colored orphan asylum.

L. C. Missouri.
Born 1863. Educated in school for the deaf before losing sight.



TAD CHAPMAN, SOUTH DAKOTA

CLARK, William. Ohio.
Born 1881. Educated at State School for the Deaf, Columbus, Ohio. Lost his sight after graduation from school. Makes brooms and canes chairs. Leslie Oren taught him broom making, and he is now following that trade. Appears to be very happy in having something to do.

C. C. Pennsylvania.
Born 1894. Totally blind, and almost totally deaf. Lives with a sister. It is quite likely that he will be sent to some home before long, as the family has a hard time managing him. Mentality fair.

R. C. Missouri.
Born 1847. Blind, and almost totally deaf—can hear just a little.

E. C. New York.
Adult.

R. C. New York.
Adult. Educated at New York Institution for Instruction of Deaf and Dumb, New York City.

S. C. New York.
Adult.

D. C. New York.
Adult. Deaf and partially blind. Is amply provided for. Has a companion who is constantly with her.

A. C. New York.
Adult.

E. C. Pennsylvania.
Born 1859. Sister of W. E. C.

W. E. C. Pennsylvania.
Born 1867. Deaf-mute, blind, brother of E. C. Educated at Wisconsin School for Deaf, Delavan, Wis.

E. H. C. Missouri.
Adult. Lives with her mother. Is well, and getting along nicely. Wants something to do. Reads Revised Braille. Typewrites.

W. G. C. Kentucky.
Adult. Blind and hard-of-hearing. Lives in a small town alone with his widowed mother. Lost sight at age of eleven. Attended School for the Blind, Louisville, Ky., for a few terms. Reads New York Point, and asks for magazines and religious literature in Point, as he is very lonely.

S. C. New York.
Born 1893. Deaf and partially blind, educated at Deaf-Mute Institute, Buffalo, N. Y. Uses manual alphabet.

A. L C. Alabama.
Born 1922. Apparently is uneducated.

W. B. C. New York.
Adult.

W. C. Oklahoma.
Adult.

H. C. Nebraska.
Adult. Deaf and partially blind. Can see to read very coarse writing. Speaks some, but is hard to understand. Educated at Nebraska School for Blind, Nebraska City, Nebraska.

G. C. Connecticut.
Born 1876.

B. C. Washington.
Born 1917. Totally deaf; partially blind. Can see only largest type. Educated for one year in sight-saving class; health was too poor to continue, possibly tuberculosis. Mr. Charles F. Daily, part time home teacher for Lighthouse for Blind in Seattle, instructed her in reading Braille.

CORNELIUS, Mrs. Breta. Kansas.
Born 1894. Her biography by her teacher, Miss Lovelia Hilty:

"When you see a life wrecked by misfortune, and then witness the reclamation, in a few short months of patient and ingenious effort, you feel like crying out against the injustice of man, so-called civilized, who can pass by and only offer a tear of pity, leaving the life in its prison of darkness and silence.

MRS. BRETA CORNELIUS AND HER TEACHER, MISS LOVELIA HILTY, KANSAS
LEARNING TO READ BRAILLE.

"When I came to the home of Mrs. Breta Cornelius, I found her in the depths of despair. The structure of life had completely crumbled about her; she had no hope. Her nervous system seemed dulled by the shock which loss of sight and hearing had given her, and she knew no way out. She did not think that any human aid could help her, but grasped at the opportunity as a last chance.

"Her early education had been meager, due to poor hearing, which became evident when she was about ten years of age. She left school when she had completed the fifth grade. For several years, she did not notice any great change in her condition, and she did the things which other girls did, sewing, housework, etc. At the age of twenty-one, she was married to Harry Cornelius, who has been a devoted companion to her through her trials. One daughter came to their home, who is also a source of pleasure to the mother, and who is a help in many ways. When Mrs. Cornelius was about twenty-five, she began to notice that her eyes were failing, and that her hearing was not so good as it had been. She had her tonsils removed, and then suffered from influenza when about twenty-seven years of age. From that time on, her sight and hearing left her rapidly, until they are now practically gone. She still has light perception, and can occasionally hear a loud sound.

"From the time Mrs. Cornelius lost her sight and hearing, till early in 1927, when she was thirty-three years of age, she did very little. Her health was very poor, and her nerves seemed shattered. But since that time, she has taken a new lease on life. Braille was first taught her; then communication on her hand by means of a glove, on which letters were placed in certain positions; then typewriting, and some hand work. Nine months' work, averaging six hours a week, has changed her entire view of life.

"She has overcome to a marked degree her sensitiveness, which kept her from mingling with people, and now enjoys meeting her friends, and even new people. She enjoys reading, and considering how recently she has learned Braille, reads a great many books and magazines. Above all else, she wishes to help others who may be in a similar condition. Her physical health has improved, and she is developing a new faculty of perceiving things and helping herself. She seems to sense the personality of a friend more keenly than if she had her faculties in full, and can read character with remarkable accuracy. She loves to meet people for this very reason. "I like to have people about, just to feel them walk, or take their hands," she told me one day.

I expected to find her suspicious and unreasonable, but I

find her trustful and considerate of every one. I have never seen her cross or angry, but always gentle and patient.

"The only real struggle I have ever had has been to overcome extreme sensitiveness. She would not go out on the porch, for fear of being observed; she would not go in company for fear of being pitied; but a little reasoning has helped her see that people must look at something, and that even a little pity is good for their hard, old hearts. At first she yielded just to please me, but now I think she does these things because she wishes to do them.

"Mrs. Cornelius will never do things which the big world calls great, but she will fill her place. She has found tasks about her home for her hands; she has found inspiration for her mind in literature and in her studies, which she is now taking with the Hadley Correspondence School for the Blind; but best of all, she finds joy in her heart by loving her family, and doing kindnesses for them, and in taking into her affection all mankind, especially those who must suffer from handicapped lives."

A recent operation has restored partial sight.

COUILLARD, Lionel. Canada.

Born at Chateauguay, P. Q., Canada, January 13, 1911. His parents being cousins, Lionel was born deaf and with poor vision. He was placed at the Institution for Deaf-Mute Boys, Montreal, where he spent seven years, from September, 1921, to June, 1928. His sight was so poor that his teachers had to use the manual alphabet, slowly, and even signs, for his education. In September, 1928, he was admitted as an apprentice in the book binding section of the printing plant run by the Institution, where he is employed to fold, gum and sew the leaflets preparatory to binding. He is of ordinary intelligence and good character, and is easy to get along with. His sight is fast diminishing.

J. C. Massachusetts.

Adult.

Mrs. J. T. C. Minnesota.

Adult. Educated at Minnesota School for the Blind, Faribault, Minn. Partially blind, and partially deaf. Has had defective sight since birth. Can read large print with one eye, but uses New York Point and Braille. Has been partially deaf for eight years. Hearing varies; sometimes she can hear sounds and conversation more easily. Has no hearing in one ear, and one-third normal hearing in the other. Hears con-

versation when people speak slowly, loudly, and close to her ear. Feels helpless because of deafness, which is said to be result of faulty dental work. Correction of this is resulting in improvement of hearing in one ear. Hopes to regain normal hearing in that ear, though the other seems permanently injured.

CRANE, Charles. Canada.

Youth. Attends School for the Deaf and Blind, Point Gray, Vancouver, B. C., Canada. Very much is being expected of him. Alexander Graham Bell prophesied that he would attain considerable success. His teacher, Miss Conrod, came with him from Halifax, and his training has been done entirely by her. He is considered a pupil of the deaf department of the school. He is a big, healthy, good looking young man, very fond of gymnastics, and can show a pair of biceps which might well be the envy of any athlete. His mental equipment is above the average, and he has application and thoroughness, qualities which go far toward making a good student, but he is by no means a genius or a wonder. During the six years he has been at the school, he has made steady progress. He is particularly apt in language, and is nearly ready for matriculation in English, French, and Latin. Up to the present his progress in mathematics has been slow, but he is beginning to do better work even there. He writes a splendid essay. His style is perhaps a little stilted, due partly to his fondness for big words, and partly to an inevitable sprinkling of what we call "deafisms," but on the whole his use of English would be a credit to any high school pupil. Regarding his speech: to those who meet him every day, it offers no difficulties. He has steadily improved from year to year in this line, as in all others, due to the excellent training he has received. Miss Conrod's care is untiring, and faults in his speech are gradually being corrected.

M. C. Ohio.

Born 1866. Since the close of 1907, when she was 41 years old, she has been totally deaf and blind. She was living with her aged mother on a farm in Ohio. Has never been engaged in any occupation except helping with the housework, and occasionally working a little at dress-making. Two years after losing her sight and hearing, she came to live with her brother's family, and has lived with them ever since. Shortly after coming to live with this family in town, she learned to read embossed type. In the Spring of 1913, the Ohio State Commission for the Blind sent out Home Teachers, and for a few years she was quite busy hemming dresser scarfs and

guest towels, knitting wash cloths, and making comfort protectors for the Commission. During the war, there was little to do for the Commission. She knit a few sweaters for the Red Cross, but always had to have a little help with them. She takes no part in the housework at her brother's, for she is slow and clumsy, and cannot steer herself. She has had very little work from the Commission for the past few years. A few years ago, she learned to read Revised Braille.

E. C. Arkansas.

Born 1919. Became deaf and dumb after an attack of spinal meningitis at two years of age. Immediately after the illness, he could talk, but he gradually lost his speech. He had as good a time as any child until he lost his sight, December 23, 1928. He and some companions were celebrating Christmas by exploding some dynamite caps. One exploded in his face, blinding both eyes, and causing the loss of one finger. He was taken to a hospital for treatment, and has now returned to his home. He has apparently had no instruction, nor ever been to school, as he had no way of expressing himself, even when only deaf and dumb. Since his loss of sight, he goes to bed at noon and gets up at mid-night, and his mother has to get up and sit with him until daylight. He has done this ever since his accident, because he cannot tell daylight from dark. He sits and cries for his eyes. Parents want to do everything for him, but are puzzled as to how to proceed.

V. W. C. North Carolina.

Born 1888. Was a printer for seventeen years, before losing his sight.

E. F. C. Kansas.

Adult. Defective hearing; poor sight. World War Veteran. Listed as private.

CULPHER, Louise Leonora. Ohio.

Born 1899. Colored. Educated at State School for Deaf, Columbus, Ohio. Entered school in 1907, at seven years, and graduated from the high school in 1919. Had a private teacher most of the time. After graduation, she was returned to her home. Mother died, and father remarried, and she was placed in a home. Does a little sewing for Ohio Commission for Blind. Uses excellent English, and typewrites well.

W. Da B. Pennsylvania.

Born 1867. Total blindness caused by industrial accident.

CHARLES CRANE, CANADA
From a photograph taken about 1914

E. L. D. Vermont.
Born 1867. Deaf since age of seven, though for a long time she was able to hear when speech was loud. Blind since age of 58. Unsuccessful operation was performed on her eyes to restore her sight. Lives with her brother and sister-in-law. Writes little poems, has them printed, and sells them for five cents per dozen. Poem: "Faith."

F. D. New York.
Adult.

L. D. New York.
Adult.

A. D. Pennsylvania.
Born 1879. Totally blind, and very deaf. Used to collect papers and boxes, but since he is married, has devoted his time to street soliciting. Said to be fairly well-to-do.

J. D. Connecticut.
Born 1882.

N. D. New York
Born 1877. Educated at Pittsburgh School for Blind, Pittsburgh, Pa. Deaf-blind for thirty years. Has tiny bit of sight remaining. Communicates by having others print on the back of her hand. Reads embossed type.

H. D. New York.
Adult. Blind and partially deaf. Became blind at ten years. Attended Hunter College, until her hearing became too bad. Is now editor of "The Searchlight," a Braille magazine published by the New York Association for the Blind.

B. de B. Texas.
Born 1919. Attends Texas School for the Deaf, Austin, Texas. Her teacher is Miss Mamie Heflybower. Partially blind and partially deaf; she sees better than she hears. She talks constantly, but often unintelligibly. Her mother has quite a brilliant mind, and holds an M.A. degree from the University of Texas.

J. D. Connecticut.
Born 1890. Colored. Reads Revised Braille. Typewrites.

J. D. Ohio.
Born 1890. Deaf, and nearly blind.

I. D. Idaho.
Adult. Lives with sister. Reads embossed type.

M. D. New York.
Born 1873. Blind and partially deaf. Educated at State School for Blind, Batavia, N. Y. Reads embossed type.

R. D. New York.
Adult. Educated at New York Institution for Instruction of Deaf and Dumb, New York City. Previous education: three years at Blind Institution.

N. D. Missouri.
Child. Deaf, dumb, blind. Needs education.

C. D. D. Illinois.
Adult.

J. D. New York.
Adult.

DOLKIN, Abe. Maryland.
Born August 21, 1899. Born deaf. Entered Maryland School for Deaf, Frederick, Md., in October, 1904, where he remained until June, 1918. His behavior was good, but he did not make much progress in school, as his sight was very poor from early childhood, and he is now practically blind. Brother of Albert. He learned to cane chairs, but he could not do as difficult work as his brother, Albert.

DOLKIN, Albert. Maryland.
Born in August, 1897. Born deaf. Entered Maryland School for Deaf, Frederick, Md., in September, 1903, where he remained until June, 1917. He was a good, obedient boy, but owing to defective sight, did not make much progress in the school room. He learned to cane chairs very well, and continues to do this work in Maryland Workshop for Blind. He can do the most difficult chairs, and always does good work. Just a few years ago, he lost his sight entirely. He does not read a raised print, but can converse on his hands with many friends. Brother of Abe.

Mrs. M. D. Massachusetts.
Adult. Deaf and blind. Lives in an institution.

J. D. Massachusetts.
Adult. Deaf and partially blind. Has had difficulty in securing work on account of poor sight.

Mrs. A. D. Canada.
Adult. Totally blind; totally deaf. Hearing failed when she was quite young, and sight failed a few years ago. Lives with a married daughter.

DOUGLAS, Vallie. Texas.
Born 1907. Attends Texas School for the Deaf, Austin, Texas. Her teacher is Miss Mamie Heflybower. Became deaf-blind at five years from spinal meningitis. Came to school at age of seven. When she first came to school, she had forgotten how to talk; in fact she seemed to have forgotten everything and was like a little wild thing. She would lie on the floor, beat her head, and scream like a crazy child. Has been educated as both blind and deaf, but has been given oral instruction and talks pretty well. From a little wildcat, she has developed into an ideal pupil and a splendid student. She is very bright and has a fine command of the English language. Uses New York Point and Underwood typewriter. She uses the regular text-books. Miss Heflybower reads the lessons to her with the manual alphabet, and she copies them. Miss Heflybower explains the new points, and gives the new vocabulary at the end of each lesson.

L. D., Jr. Missouri.
Born June 15, 1927. Lost sight and hearing from an attack of sleeping sickness and brain fever in March, 1929. He was unconscious for eight weeks, and when he started to recover, it was discovered that he had been left both deaf and blind. He was placed in a Children's Hospital for three months, but nothing could be done for him, as the sensory nerves had been destroyed. He is a very healthy, sturdy boy, who seems determined that he be understood, and makes a desperate attempt to have others assist him in this. His mother is quite anxious to help him, but is at a loss to know how to do so. They are living with the mother's parents, who are of moderate means. He is an only child. He is not only bright, but quite appreciative and affectionate as well. He is a very good child and loves everybody. He catches on very quickly and tries to

imitate everything other people do. He does this by feeling their motions or through vibrations. If you pound on the floor, he will pound on the floor; if you pat him on the head, he will pat his own head; if he is sitting on your lap and you sigh, he will sigh. He has a good memory and after he has been shown how to do something, he remembers it. He plays with ordinary toys. He will play with a new toy for about half an hour, then tire of it and throw it down, and find something else. The Home Teacher of the Missouri Commission for the Blind investigated the case. Upon her first visit to the home, she had brought with her a small basket of candy, covered with wax paper, so as to try the child's mentality. After helping him to remove one corner of the paper, he soon discovered that it was candy, and with one sweep of his hand, pulled the wax paper from the basket, and lost no time in helping himself. He was also considerate enough to want her to have some of it. On her second visit to the home, the approach was much easier, and he readily understood that she was the person who had shown him how to do things. She had brought him a small chimes rattle, which he enjoyed until he began to examine the mechanism of it, as most children do with their new toys. Then they sat on the floor and played with blocks. After putting them into his hand and having him build them up several times, he did it himself to the last detail of exclaiming "booh," as he knocked them down again. He also stood erect alone, and walked across the room very nicely, merely holding a finger of her hand. She tried using a toy horn with very satisfactory results. He did not show the temper that he had shown on the first visit, and was not at all ready to quit learning. On another occasion he was given a ball with an attached rubber band, and he learned to throw the ball very nicely. Following is the report received from one of the Staff Oculists of the Missouri Commission for the Blind: "Mrs. D. came to my office on February 5, 1930, with her little boy. She gave as her reason for not coming sooner that the little boy had been sick in bed. She gave a history of the child having lethargic encephalitis, which is known to many as brain fever. Prior to this time his vision and hearing were good. But this disease brought on blindness and deafness. He seems to be reasonably bright, and is able to walk with the aid of help, but I believe it is through fear of falling or coming in contact with objects, that he does not walk by himself."

G. M. D. Pennsylvania.
Born 1857.

Mrs. L. D. Kansas.
Born 1865. Blind and 75% deaf. Lost her sight early in life. Born in Missouri. Educated in Kansas State School for Blind, Kansas City, and graduated in late eighties.

W. D. Colorado.
Born 1850. Partially blind, and nearly deaf.

A. N. D. Alabama.
Adult. Reads embossed type.

M. D. Wisconsin.
Born 1887. Educated at Wisconsin School for Deaf, Delavan, Wis. Is insane.

Mrs. B. D. Massachusetts.
Adult.

DUPONT, Aurore. Canada.
Born at Montcerf, "Litton," Hull, P. Q., Canada, December 20, 1912. Born deaf, and with central spherical vision. Cannot see sideways, but can find way about the house, and can converse in sign language without touching hands of speaker, if speaker is in front of her. Oral method was tried with her, but without success. Attends Catholic Female Institute for Deaf-Mutes, Montreal, Canada. Sister of Jeanne D'Arc.

DUPONT, Jeanne D'Arc. Canada.
Born at Montcerf, "Litton," Hull, P. Q., Canada, April 12, 1913. Born deaf, and with central spherical vision. Cannot see sideways, but can find her way about the house, and can converse in sign language without touching hands of speaker, if speaker is in front of her. Oral method was tried with her, but without success. Attends Catholic Femal Institute for Deaf-Mutes, Montreal, Canada. Sister of Aurore.

J. D. Canada.
Adult.

Mrs. E. E. Washington
Adult. Deaf, and partially blind. With some effort, she can make out signs, but needs help if going out of the house.

P. E. District of Columbia.
Adult.

Mrs. E. E. Missouri.
Adult. Reads Revised Braille. Writes with pencil.

G. E. Oklahoma.
Adult. Reads and writes New York Point.

S. E. Ohio.
Adult. Totally deaf; partially blind,—very poor sight. Wears glasses. Reads lips, but because of poor sight, she is not a fluent lip-reader.

EWALT, Louis. Maryland.
Born a normal child, in a very poor family, in Baltimore, Md., May 7, 1896. When he was six weeks old, his mother left his father, taking her six children, four boys and two girls. This meant that, as each child was old enough, he was started out to work. So Louis did laboring in canning houses and factories, and finally secured work in the Baltimore Rolling Mills. When he was nineteen years old, working at night, one of the furnaces at the mills exploded, burning him around the face and head, and from this time on, his sight and hearing, which were already impaired, continued to grow worse. Shortly after this accident he entered the Maryland School for the Blind, where Miss Mabel Whitman, a special teacher, gave him instruction. From there, he entered the broom shop of the Maryland School for the Blind, where he is still employed. His mother died in 1914, and he lives with a married sister. He says his only pleasures are working and going to church. He goes to a Presbyterian church, which has special acoustic arrangements for deaf people. At present, he cannot hear enough to derive any benefit from the service, but he likes to attend. Since the accident in 1905, his sight and hearing have continued to fail, until he is now almost totally blind and deaf. It is very difficult for him to communicate with anyone, as his limited education causes him to be a poor speller. He could not be persuaded to learn to read a raised type, but he is a good steady worker.

Mrs. E. E. Pennsylvania.
Adult.

H. F. Pennsylvania.
Adult. Partially deaf; totally blind.

Mrs. S. E. F. Washington.
Blind since 1918. Totally blind, and very deaf. Reads New

York Point and Braille in all grades, Except for some slight instruction, she has taught herself to read. Lives with her granddaughter.

S. F. New York.
Adult.

M. F. Wisconsin.
Adult. Was blinded in 1858. Totally blind, and is getting deaf. Hard for her to hear what people are saying to her. Typewrites. Reads embossed type. Lives with her niece.

M. T. F. California.
Born 1887. Deaf-blind since age of thirty-two. Boards in a convalescent home. Reads Braille very well. His family look after his needs.

R. F. Connecticut.
Born 1902.

M. F. Connecticut.
Adult. Attends Connecticut School for Blind, Hartford, Conn.

S. F. New York.
Adult.

W. F. California.
Adult. Blind and partially deaf.

L. D. F. Alabama.
Born 1862. An unusually intellectual man. He was blinded at age of 48 in left eye, when he accidentally struck the blade of his pruning shear in that eye. Lost sight of right eye in 1921. He owns small property. Wants to learn to use the typewriter and read Braille.

Mrs. L. F. Minnesota.
Adult. Blind, and losing hearing rapidly.

Mr. F. Ohio.
Adult. Totally blind, and very hard-of-hearing. Can hear shouted conversation. Makes baskets.

J. F. Colorado.
Born 1871. Is not completely deaf nor entirely blind.

C. G. F. Canada.
Adult. Blind. Not originally deaf, has become so to a very large extent. Does not use manual alphabet, but is still able to hear some with aid of ear devices.

A. F. New York.
Adult. Totally deaf; partially blind. Has not been able to see to read print at all for past twelve years. Reads embossed type.

FRICK, Kathryne Mary. New Jersey.
Born 1901. Became deaf-blind at five, and entered school at nine. Educated at Pennsylvania Institution for Deaf, Mt. Airy, Philadelphia, Pa. A subsidy was paid by the State Legislature for her education. Graduated in 1925. Her teacher was Miss Julia Foley. She is well educated. Is now taking a course in the Hadley Correspondence School for Blind, in composition and rhetoric. Wrote an article on her life, entitled, "In the Dark, Alone," which was published in the Atlantic Monthly. Reads embossed type. Typewrites well. Speaks well and has given addresses in public. Her parents are Mr. and Mrs. William L. Frick. Lived formerly in Pennsylvania and moved recently to New Jersey.

A. F. New York.
Adult.

L. F. New York.
Adult. Blind, deaf-mute.

Mrs. C. C. F. Massachusetts.
Born 1890. Does good work with her hands. Lived at Woolson House, Boston, and in the country; then went to live in Home for Deaf-mutes, and a year later married the Chairman of the Board of Directors, himself a deaf-mute. Is married some years now, and has one child, who is perfectly normal. She has a lovely home, and everything she wants, and is very happy.

E. G. Minnesota.
Adult.

D. G. Massachusetts.
Born 1911. Attends Beverly School for Deaf, Beverly, Massachusetts. Totally deaf. She is not totally blind but has very

poor vision. Became deaf at seven years from scarlet fever. When she entered school at eight, her vision was poor. Was taught with the glove alphabet at first, but in 1923 she was given the manual alphabet and Braille. She is a bright girl, and makes good progress. One of her brothers also has poor sight, and another brother shows signs of deafness.

GAMMON, Vera Mabel. Minnesota.
Born 1898. Educated in Minnesota School for Deaf, Faribault, Minn. Her teachers were Miss Vandergrift and Miss Blanche Hanson. She graduated a few years ago. Is now living at home. Her accomplishments were remarkable.

W. G. Pennsylvania.
Adult. Totally deaf; partially blind.

GEARY, John H. Illinois.
Born 1865. Totally deaf; partially blind. Can see a little, and gets around alone. Writes in pencil. Speaks well. Communicates by reading manual alphabet with his one remaining eye, although this is a slow process. Graduated from New York Institution for Instruction of Deaf and Dumb, New York City, in 1889.

W. A. G. Colorado.
Adult. Blind and deaf.

R. H. G. South Dakota.
Adult. Deaf, and partially blind. World War Veteran. Served as Private.

M. G. Missouri.
Adult. Deaf, dumb and semi-blind. Educated at St. Joseph's Institute for the Deaf, St. Louis, Mo.

G. G. New York.
Adult. Brother of John. Educated at New York Institution for Instruction of Deaf and Dumb, New York City.

J. G. New York.
Adult. Brother of George. Educated at New York Institution for Instruction of Deaf and Dumb, New York City.

Mrs. R. P. G. Indiana.
Adult. Blind, and very hard-of-hearing for about ten years. Can hear shouting. Reads New York Point. Typewrites. Has three children.

GODDARD, Clarence. Nebraska.
Born 1909. Attends Perkins Institution and Massachusetts School for Blind, Watertown, Mass., under Grover Fund Scholarship, where he has a special teacher. Became deaf-blind at ten years. Attended Nebraska School for Blind, Nebraska City, for several years, where his teacher was Miss Jennie Johnson. He is in excellent health. He is unusually bright, and can speak so as to be readily understood. He spends his summer vacations with his mother in Nebraska, and his holidays with Mr. Charles B. Hayes, of the American Foundation for the Blind, New York City.

M. G. New York.
Adult.

Mrs. B. G. Illinois.
Adult.

V. S. G. Oklahoma.
Adult.

R. G. New York.
Adult.

M. G. New York.
Child. Attends New York Institution for Instruction of Deaf and Dumb, New York City. State Department of Education pays $1100.00 a year, for her education, board and lodging.

E. G. Pennsylvania.
Adult. Teaches at Pennsylvania Institution for Instruction of the Blind, Overbrook, Philadelphia, Pa. Blind and partially deaf.

J. G. Minnesota.
Child. Twin brother of L. G.

L. G. Minnesota.
Child. Twin sister of J. G.

F. G. Massachusetts.
Adult.

Mrs. K. G. Connecticut.
Adult.

Mrs. E. G. Canada.
Adult. Blind and partially deaf. Can hear shouting through right ear. Blind since ten years of age. Deaf since 1925. Reads embossed type.

M. G. New York
Adult.

Mrs. A. G. Canada.
Adult.

M. G. Ohio.
Born 1857. Mentally deficient; absolutely inactive. Has been deaf-blind since childhood. Lost sight from an illness.

E. G. New York.
Adult. Blind, and not totally, but progressively deaf.

A. G. Pennsylvania.
Born 1879. Totally blind; totally deaf.

R. G. New York.
Adult.

A. T. G. Connecticut.
Adult.

E. G. California.
Adult.

HAGUEWOOD, Linnie. California.
Born October 12, 1879. Became blind and deaf in March, 1881, at a year and a half. Her father was a carpenter, in rather poor financial circumstances, American by birth. Her home was in Iowa. Was brought to school when she was fourteen years old. Educated at School for the Blind, Vinton, Iowa. Her physical condition when she entered school was on the whole rather poor, since she was unable to do very much for herself, and it tired her very much to go upstairs. Her

mental condition was reported as good. Attended school there probably two or three years, exact time unknown, after which she went with a special teacher to South Dakota. It was difficult to deal with her, because she was very stubborn and rather backward, and reticent in social contacts. She became a very accurate typist, was a good reader, learned to speak a little, and could recognize any one by the touch of the hand, after she had met him once or twice. Mrs. Jordan, who was for many years a teacher at Iowa School for Blind, and who was well acquainted with her, visited her in her home in California, and on shaking hands, Linnie immediately recognized her.

M. H. Pennsylvania.
Adult. Reads embossed type. Typewrites.

W. H. Iowa.
Adult.

B. I. H. Illinois.
Adult.

HALL, Eva. Ohio.

Totally deaf; partially blind—partial sight in one eye. Speaks, and is easily understood.

Her autobiography.

"I was born on October 16, 1904, in Ohio. When I was six years old, my parents and brother and I moved to Columbus, where we have lived ever since.

"I was born with perfect sight and hearing, but the doctors said that I was born with consumption of the bone, and that there could be no cure for me, so I have been ill most all of my life, and missed quite a lot of schooling.

"When I was eight years old, I lost my sight through the carelessness of a physician, who tried to say he was improving the strength of my eyes, which were so weak, and prescribed medicine which made me totally blind, and for three years I was unable to see at all.

"When I was eleven years old, I was sent to the Tuberculosis School, in Columbus, which was a fresh air school, for two years.

"When I was about twelve years old, my sight began to come back, little by little, and of course, it made us happy, and when I got better, I could go out for walks alone, and could see things here and there that were quite near to me.

"From eight years old till twelve, I could not go to school,

EVA HALL, OHIO

as I was so sick, and for a long time, I could not walk at all.

"On October 9, 1917, I entered the Ohio State School for the Blind at Columbus, and was a pupil there and quite happy for three years. It was there that I learned to operate the Remington Typewriter, and I learned to sew and knit, and iron, with all my class lessons. I left the school on June 13, 1919.

"The following month after I left the blind school, I was losing my hearing through illness, and on the night of July 9th, 1919, during my sleep, I lost my hearing all of a sudden, and when morning came, I was found very ill and unable to hear. The doctors were unable to help me, and after treating me, they sent me to the hospital, and I was there for two long months. I came home feeling much better, but my hearing could not be improved.

"My dear mother died in 1920. My father and two brothers are living somewhere.

"On September 5, 1921, I went to St. Rita School for the Deaf, Lockland, Cincinnati, Ohio, and I went to school there for three years. After I quit the eighth grade, I was employed there from June 14, 1924, until September 14, 1926. Then I came to the Clovernook Home for the Blind, and I learned how to work in the Clovernook Printing House for the Blind, and succeeded very well. I have been quite happy ever since I came to Clovernook. At the Printing House, we make large books for the blind, and print a monthly magazine for the International Lions Club of Cincinnati. We also make calendars and little books in Revised Braille and New York Point for Christmas every year. We have three big Braille writing machines and two printing presses."

Mrs. L. H. California.

Born 1857. Deaf since age of fifty; blind since age of sixty. Lives with a sister-in-law. Very intelligent, and reads all embossed types.

E. M. H. Wisconsin.

Born in Clifford, Ontario, Canada, October 18, 1887. Lost sight and hearing at age of seven from catarrh. At age of eight her parents moved to Wausau, Wisconsin, and she attended the Day School for the Deaf for a short time, where her teacher was Miss Margaret Hurley. She was then sent to the State School for the Deaf, Delavan, Wisconsin. Her teachers were Miss Boyd, now Mrs. Reed, Miss Elsie Steinke, who taught her speech and lip reading, Miss Delight Rice, and

Miss Hammond. She now lives at home, does house work, and sews for the Commission for the Blind.

HAMPTON, Roy P. Tennessee.
Adult. Piano tuner. Totally blind; partially deaf. His autobiography:
"I lost my sight entirely when about twelve years old through a number of accidents. I entered the Tennessee School for the Blind at twelve years of age, and finished in ten years with a High School diploma, and a gold medal in music. During my first year in school, I had a case of 'grippe', which I think was the starting point of my deafness. Although I can hear pretty well by the aid of an ear-phone, I have only about thirty percent of hearing, possibly less. However I am still able to carry on my work of tuning pianos. My Acousticon is a wonderful hearing device. I have been using one for nine years."

Mrs. J. H. Utah.
Adult. Sister of S. S. Partially deaf and blind, like her brother—faint light perception and very low degree of hearing.

R. H. H. Ohio.
Adult. Partially deaf; defective vision. World War veteran. Rank of corporal.

H. B. H. Pennsylvania.
Born 1864. Blind since age of four; deaf since age of thirty-eight. Reads embossed type.

R. H. Michigan.
Adult.

G. L. H. Ohio.
Adult. Totally blind. Hearing has been bad since 1914. Reads and writes Braille and New York Point. Typewrites.

E. H. New York.
Adult. Colored. Deaf, and has weak eyes. Educated at New York Institution for Instruction of Deaf and Dumb, New York City. Previous education: eight years public school.

Mrs. A. H. Ohio.
Adult. Blind, and hard-of-hearing. Communicates by having people speak very loudly.

H. H. Texas.
Adult. As School for Deaf, Austin, Texas, Miss Mamie Heflybower tried to teach him, but without success, as he was mentally deficient.

M. H. Montana.
Adult. Sister of R. H. Formerly lived in Minnesota.

R. H. Minnesota.
Adult. Brother of M. H.

H. H. Ohio.
Adult. Blind, and partially deaf. Uses an ear trumpet, which aids her considerably.

J. H. New Hampshire.
Child. Deaf, with defective vision. Is now attending school.

W. A. H. Florida.
Adult. Total deafness; defective vision. World War Veteran. Served as seaman.

H. H. Louisiana.
Adult. Little is know of her childhood. Blindness or deafness or both may have been caused by lightning that struck near her and her sister. She attended the State School for the Deaf for a year or two, where Miss Woods was her teacher, and where someone taught her the elements of the Catholic faith. About 1914 she apparently was deserted by her family, for she was sent alone to the Charity Hospital in New Orleans. Her home was found by the authorities, but she was better off away from it, and a priest promised that he would find a home for her, if she were sent back to the country.

She remembered a good many signs at the time she was found, but not much finger-spelling. She was given some instruction at the hospital, and made her first communion there. Her present whereabouts are unknown, and it is not certain that she is still living.

G. H. Pennsylvania.
Adult. Totally blind; totally deaf. Devotes all his time to reading, and does not leave the house.

L. M. H. Missouri.
Born December 8, 1920. At birth weighed only two pounds,

but made good progress until four months old, when, through negligence, an infection caused complete blindness. One eye was removed. When eight months old, a hospital referred her to the Children's Aid Society, suffering from malnutrition and blindness. Was put in a foster home until she was nearly five. She had excellent physical care, but no training nor teaching, because of lack of facilities. No progress was made, and on advice of a psychiatrist, she was placed in the St. Louis Training School, where she is now. They are doing all they can for her, but she needs special care. Has had excellent physical care, but has not advanced very far. The only training she has had is in the direction of sense training, at St. Louis Training School. Was admitted there July 13, 1926. The mother has agreed to pay a small sum toward the maintenance of her child. She is a ward of the Children's Aid Society. Is able to walk. Makes sounds, but does not formulate words. Deafness is questionable. She does not respond, but this may be due to mental deficiency. However, she has always appeared deaf. Physical condition is fair. Has no control of habits, and needs constant care. Mental condition: M. A. of 1.7; I. Q., of 29, in 1926, by special tests, but there are no tests for the deaf-blind, and any tests used are of doubtful accuracy. Her general appearance is fairly neat. Her educability is questionable, but she has had no chance so far. Has made no headway at St. Louis Training School up to date, but there are no facilities there for teaching a child so handicapped.

Miss H. Ohio.

Adult. Totally deaf; partially blind.

HERMAN, David. Iowa.

Born December 27, 1917, Parents, Reuben and Sarah Herman, Jewish. Became totally deaf and blind at three and a half years from spinal meningitis. After recovering from his illness, he was kept in bed most of the time, as there was another baby, and his mother could not give him the attention he needed.

November 26, 1922, he was entered at the Iowa School for the Deaf. He was frail looking and seemed undernourished, and was not placed in the schoolroom under a teacher until September, 1923. His teacher is Miss Ida Scarborough.

He is considered a child of average mentality, but as he lacked care and training after his illness, he lost much of what he had learned. When he first came to school he had lost his speech, was very nervous, would have nothing to do with strangers, and was hard to manage. He would stay awake

for hours at night, and want to sleep during the day. He would bite his fingers and hands nervously, and it was very hard to correct these habits.

He was ill almost two months during his first year and a half at school, and did not begin to show much progress until January of the next year. Through the medium of lip-reading, he now understands about one hundred commands and eighty objects. He speaks fifteen words, but is very slow in learning speech. He can read twenty letters and eight words in Braille. He is interested and eager to learn, is affectionate, has a happy disposition and a sense of humor, and is developing self-confidence. He likes to do handwork, and does it well. He enjoys playing with other children, but is afraid of animals. His sense of smell is very acute, and seems to aid him in recognizing things and people.

Mr. J. H. Georgia.
Adult. Deaf, with defective vision. World War Veteran. Served as Private.

Mrs. C. H. Ohio.
Adult.

Mrs. W. J. H. Colorado.
Adult.

L. M. H. Massachusetts.
Adult. Partially deaf, and totally blind. Not very strong. Does some sewing.

E. H. New York.
Adult.

HIRSHBERG, Sylvan. Maryland.
Born in Maryland, in 1877. A bad case of diphtheria at age of seven left both sight and hearing impaired. This grew worse, though with his mother's help he was able to finish a public school course. At present, his sight is entirely gone, and his hearing is at the point when, even with mechanical aid, he is scarcely able to hear anything. He has learned to read Moon Type, use the typewriter, cane chairs, and make baskets.

W. E. H. New York.
Adult. Deaf, and partially blind. Works at Rochester Shop for Blind.

Mr. H. Kansas.
Adult.

Mrs. H. Kansas.
Adult.

Mrs. J. H. Connecticut.
Adult.

HORTON, Nora D. Maryland.
Adult. Very intelligent. Does reed word, and is said to be the best basket maker in the state. She is to be commended for her efforts at self-improvement, and to be self-supporting. Deaf, and partially blind; she can see things held about six inches from her face. Reads embossed type. Typewrites.

E. H. Utah.
Adult. Partially deaf, and partially blind; has enough sight to guide herself. Typewrites. Reads embossed type.

E. L. H. California.
Born 1847. Blind, and very hard-of-hearing. Educated at Ohio School for Blind, Columbus, Ohio, when only slightly deaf.

Mrs. W. H. Canada.
Adult. Husband is also blind. Reads embossed type.

Mrs. Mary H. Pennsylvania.
Born 1846.

F. H. Ohio.
Adult. Blind, and very hard-of-hearing. Communicates by having people speak very loudly.

HUGGINS, Willetta. Massachusetts.
Born 1907. Educated at Wisconsin School for Blind, Janesville, Wis. Her supposed marvelous accomplishments were later reported as fakes. Still later is said to have regained sight and hearing, partially at least, through Christian Science.

J. H. Pennsylvania.
Adult. Partially deaf; totally blind.

L. H. Indiana.
Adult. Deaf, and partially blind.

R. H. Iowa.
Born 1911. Almost entirely deaf. Partially blind; has just enough vision to get about. Is now receiving treatments for eyes, with hope of restoring a small amount of vision. Observers think vision has improved slightly. Physical condition is fair. Mental condition about average. Went through fifth or sixth grade in public school before losing sight and hearing. He is apparently educable, but because of general condition, he is not desirable at school for deaf. His family is kind to him. He peddles papers in his very small community.

D. J. Tennessee.
Adult. Deaf, blind and also lame. Is worthy of any help that can be given her. Reads embossed type.

J. J. New York.
Adult.

L. J. New York.
Adult. Deaf, and partially blind. Educated at New York Institution for Instruction of Deaf and Dumb, New York City.

R. J. Texas.
Adult. Deaf, with defective vision. World War Veteran. Served as private.

B. J. Missouri.
Adult. A shut-in and bed-ridden patient for nearly twenty years, but still very intelligent. Reads and writes Braille.

Mrs. A. J. Pennsylvania.
Adult. Partially blind; partially deaf.

L. J. New York.
Adult.

JOBES, ALBERT. Maryland.
Colored. Born a normal child in Maryland in 1886. When quite young, he had a serious illness, which resulted in his losing hearing and having impaired sight. In 1892, he entered

the department for colored blind of Maryland School for Blind. His sight continued to decrease, until he was soon totally blind. His teacher was Miss Mabel Whitman. He learned in a practical way. While he did not receive a great deal of "book learning", he became a very proficient workman. He entered the Maryland Workshop for Blind, where he is still employed. He can do very difficult caning, and does not want easy jobs. Besides being deaf and blind, he has the handicap of epilepsy. He boards with an old woman, who was once a cook in the school where he was educated. She is very good to him. He likes to go out, so old Alice takes him to market, allowing him to carry her basket. He likes to visit his parents in the country; likes to fish and crab; and when he was a school boy, during his summer vacations, he had his own garden on his father's farm. He likes auto riding, boating, and in fact, likes to be on the go. He is very thrifty and saves his spare money. He usually goes to church on Sunday, though he can neither hear nor see what is going on. He earns enough at the workshop to get along in life.

J. O. J. California.
Born 1901. Totally deaf; partially blind. Lost sense of smell. Ring fingers of both hands amputated.

A. P. J. Wisconsin.
Born 1887. Is a cripple, having had one leg amputated. Educated at Wisconsin School for Deaf. Delavan, Wis. Protestant. Is working at Milwaukee Good Will Industries.

C. J. Wisconsin.
Adult. Attends Wisconsin School for Blind, Janesville, Wis. Reads embossed type.

H. J. Ohio.
Blind, and very hard-of-hearing. Educated at Ohio State School for Blind, Columbus, Ohio. Sells newspapers.

Mrs. L. J. Ohio.
Adult.

S. E. J. California.
Adult.

C. J. Canada.
Young girl. Has attended British Columbia School for Deaf and Blind, Point Gray, British Columbia, Canada, since 1923. While she was quite young, her father took her to many different hospitals for treatment. The school has done a great deal for her. She has a surprisingly good knowledge of what is going on about her. Communicates rapidly by manual alphabet with sisters at home, and teachers at school.

Mrs. B. J. Utah.
Born 1867. Partially blind, and partially deaf. Educated in an eastern school for deaf. Blindness came after maturity.

C. J. Pennsylvania.
Born 1896. Blind, and partially deaf. Physically and mentally sound. A good worker. Talks well, but on account of his hearing, he lives much alone. He reads some, but not much. Goes about among his friends a good deal.

JONES, Mrs. Mabel. Massachusetts.
Adult. Totally deaf and blind. Uses sign language.

J. K. New York.
Adult.

M. K. New York.
Adult. Blind and hard-of-hearing.

L. K. Missouri.
Adult. Deaf with defective vision. World War Veteran. Served as private.

Mrs. A. K. Kansas.
Adult.

L. K. New York.
Adult. Educated at New York Institution for Instruction of Deaf and Dumb, New York City. Brother of S. K.

S. K. New York.
Adult. Educated at New York Institution for Instruction of Deaf and Dumb, New York City. Previous education: public school. Brother of L. K.

G. K. New York.
Adult. Blind, deaf-mute.

S. K. New York.
Adult. Blind, deaf and dumb.

W. K. Wisconsin.
Adult. Deaf-mute from birth. Blind. Educated at School for Deaf, Ontario, Canada. Probably born in Canada. Reads and writes Braille.

E. K. Illinois.
Born 1912. Reported totally deaf and totally blind. Another report says she is not so, but is really a mental case. Can see and hear almost perfectly at times, but cannot understand.

KELLER, Helen Adams. New York.
The story of Helen Keller is too well known to need much repetition here. Born in Tuscumbia, Alabama, June 27, 1880, she was a perfectly normal child until her nineteenth month, when a severe illness robbed her of her sight and hearing. From that time, until she was nearly seven years old, she was allowed to run loose, and was like a little wild animal, with no means of communication whatever, excepting a few natural signs. Then, on March 3, 1887, her teacher, Anne Mansfield Sullivan (now Mrs. Macy) came to her. After several weeks, Miss Sullivan was able to establish communication with her, by means of the manual alphabet. Her mind and soul were awakened by the knowledge that everything had a name, and that the finger motions were keys to the outside world, means of expressing her thoughts and of receiving the thoughts of others. From that time on, her progress was rapid, and she soon learned to read Braille. When she was ten years old, she learned to speak by feeling the positions of her teacher's lips, tongue and teeth when she pronounced the elements of speech, and noting the vibrations of throat and nose, and then imitating these herself as best she could. Throughout her entire education, Miss Sullivan has always been her special teacher, and this education reached its climax when she went to Radcliffe College, from which she graduated with honors. Miss Sullivan went with her to college, sat beside her in the class room and spelled into her hand the lessons and lectures, and then at home spelled the lessons to her from the ink print books—a labor of patience and love!

Miss Keller is today an author of note, having many books to

HELEN KELLER, NEW YORK

her credit, and numerous magazine articles. Her speech is excellent, and she has given lectures throughout the country. She is an expert lip-reader, by placing her fingers on the speaker's lips, throat and nose, but her chief means of communication is the manual alphabet, which is much more rapid, much less of a strain, and much more convenient. Mrs. Macy and Miss Keller are still together, in their lovely home on Long Island. Miss Keller has devoted her life in an effort to better the condition of the blind and the deaf, and has written in their behalf and delivered many lectures. Besides being a brilliant woman, Miss Keller's spirituality is so great that in her presence one realizes at once that one is in the presence of a rare and beautiful soul, who has overcome every obstacle that beset her path, and who realizes to the fullest the joy of life.

What Miss Keller is she owes to her teacher, for it is Mrs. Macy's genius, patience, and great love that have produced Helen Keller. Laura Bridgman was the first deaf-blind child to be educated in America; and the world owes much to the perseverance and genius of her teacher, Dr. S. G. Howe, who showed the world that these doubly imprisoned souls were not doomed to utter and unending isolation. It was Dr. Howe who opened the gate of Life for all who were to follow, but it was Anne Sullivan Macy who pointed the way along the road that lay ahead.

H. K. Pennsylvania.

Born 1880. Totally deaf; partially blind. Has some sight, but it is so defective, that she cannot see ink print, and cannot go away from home alone. Reads embossed type. Writes with pencil.

KELLEY, Louis R. Pennsylvania.

Adult. Totally blind; partially deaf.

His autobiography:

"Mr. Kelley was born in Philadelphia, Pa., and received his education in the public schools of that city, graduating from a High School which gave considerable time to manual training. He started work as a clerk in the office of a large factory, and up to this time, his hearing and sight were apparently normal.

"At the age of twenty, it became noticeable that his hearing was failing, just as it had done in the case of several members of each generation of his family for as far back as can be traced. With the prospect of deafness ahead of him, he realized that there would be little chance for success at office work, and immediately started a night course to supplement his

former schooling, and three years later, secured a job as a draftsman, in which work he had always been interested. Keen hearing was not so essential in this work, and with the aid of lip-reading, which he gradually acquired, he was able to make a fair success in this line of work, advancing into designing and estimating, and other engineering work. He was often called upon to assist in the development of inventions, and has several of these to his own credit, all in the heavy machinery field.

"During this period, he devoted considerable of his spare time to a hobby—that of constructing various things from wood and metal, and then writing magazine articles about this work. This gave him considerable skill with tools, and also some experience in writing for publications.

"Just prior to Christmas, 1924, when he was about thirty-seven years old, he became totally blind, through the accidental breaking of eye-glasses. This, of course, put a stop to his work as a draftsman, and for some time he was at a loss as to the best course to follow. There was very little encouragement given to him, and practically no suggestions. He did supervise the reconstruction of a rather elaborate model of the machine that he formerly dealt with, and then his employer suggested that he take up typewriting and Braille. He was given a private teacher, and in two months could read and write Braille, and operate the typewriter at fair speed. After that, he devoted considerable time to improving his typewriting and Braille, by composing several articles, including a scenario, but these were of no value apparently, except for experience. This was all in the first year of his blindness.

"He then devised some measuring and guiding devices so that he could again do work in metal and wood, as had been his hobby before he was blinded. By means of the typewriter, he was again able to write articles about this work, which were accepted as in the past. His work has now taken on the form of model building, by means of which he is able to work out his own ideas, and those of others, to a point where they are ready for the patent attorney. He has only been about three years at this line of work, and sees in it a future for one handicapped as he is. All of his former experience is being called upon to help him work out these models. He never approved of the idea of scrapping this experience and learning something entirely new, as was often suggested.

"Mr. Kelley is a cheerful personality, and not at all sensitive or gloomy over what some would call dreadful misfortune. Like most people who do creative and original work, he might be termed an individualist. He was never robust, but has maintained normal health, with regular attention to exer-

LOUIS R. KELLEY, PENNSYLVANIA
Maker of mechanical models

cise, fresh air, and plain food. He believes that keeping occupied with work of any kind, whether it be profitable from a money standpoint or not, is essential to normal health, and a bright outlook upon life in general. One of his pastimes is playing the piano from memory, and picking up new pieces from music heard over the radio. He learned to play before he graduated from school many years ago.

"His hearing is such that he can hear the radio with earphones on four tubes. He cannot hear ordinary conversation or even loud talking, unless it is only a foot or two away from him. Blindness has taken away his former aid to hearing, that of lip-reading, and to him his deafness seems much greater."

G. W. K. Pennsylvania.
Adult. Defective hearing and vision. World War Veteran. Served as private.

S. K. New York.
Adult.

J. J. K. New York.
Adult. Reads Braille. Learned typewriting after becoming blind. Can do a little weaving, and works a rug machine.

KERR, Aileen Mae. Kentucky.
Totally deaf and blind.
Biography by her teacher, Miss Georgia D. Trader:

"Aileen Mae Kerr was born June 7, 1896, in Cincinnati, Ohio. At the age of five she lost her sight and hearing, through spinal meningitis. When she was about eight, we began teaching her, and she could not then make any intelligible sound. We first taught her the manual alphabet, and the names of objects she could feel. Her first word was ball, then doll, hands, face, tongue, etc. We began very soon teaching her to read the lips; this she does beautifully. After she learned nouns, we taught her active verbs. We taught her to read and write New York Point, to write with a lead pencil, and on the typewriter, and all the branches of study—arithmetic, spelling, grammar, history, geography, etc. She could only come to us once a week, and this made her progress very slow; then, too, she was not in good health, and sometimes would not be able to study for a year. She is very bright, and can not only read the lips, but can understand words by touching the throat, and by putting her hand on the back between the shoulders, and on top of the head. She can understand whispering. (She thus reads speech in 5 different ways.) She does beautiful tatting, sew-

ing, housework, and a little cooking. She is now living with her grandmother."

E. K. Utah.
Born 1877. Mentally deficient, verging on insanity.

Mrs. A. K. Ohio.
Adult. Lost her sight partially a few years ago, and began to lose her hearing about two years ago. At times, she hears quite well, but does not hear well over the telephone.

F. K. Iowa.
Born 1903. Educated. Attends Iowa School for Blind, Vinton, Iowa, where she is learning Braille. Uses manual alphabet. Her teacher is Miss Esther Herfurth. Has been deaf since age of twenty-one. Has recently had an operation, and they are hoping some hearing will be restored. Has only partial sight, and may lose it. Though she has quite a high percentage of vision, it was thought best for her to be in attendance at School for Blind during past winter.

G. K. Ohio.
Adult. Blind, and partially deaf. Well educated. Is having a great deal of trouble with her hearing, and is anxious to get some kind of a device which will improve it. She hears almost perfectly over the telephone, and this fact makes her think a hearing device might help her very materially.

W. B. K. Vermont.
Child. Partially blind; partially deaf. Attends American School for Deaf, West Hartford, Conn. Is doing very well in school.

R. V. K. Massachusetts.
Adult.

J. K. Pennsylvania.
Adult. Totally blind; partially deaf. Is also badly crippled, and suffers from epileptic fits. Has never been able to work, and perhaps is a trifle unbalanced mentally.

P. K. Wisconsin.
Adult.

H. K. New York.
Adult. Educated at New York Institution for Instruction of Deaf and Dumb, New York City. Deaf-mute; partially blind. Is chair caner at Brooklyn shop.

W. K. Pennsylvania.
Adult. Deaf since 1909. Blind since 1924. Reads Moon and Braille. Loves to read.

Mrs. B. K. Connecticut.
Adult.

W. R. K. Pennsylvania.
Adult.

B. K. New York.
Adult.

A. K. New York.
Adult. Brother of A. and K.

A. K. New York.
Born 1896. Brother of A. and K. Deaf and partially blind. His sight has become so defective, that he cannot see to do his work, and he very recently lost the job that he had held for eleven years. Finds it hard to go about by himself, and frequently falls or otherwise hurts himself. Cannot engage in work the blind can do, because he cannot hear when orders are given; and cannot do the work the average deaf might do, because he cannot see well enough. He cannot find work, and does not want to go to a home for the blind.

K. K. New York.
Adult. Sister of A. and A. Totally deaf; partially blind—can see considerably. Educated at New York Institution for Instruction of Deaf and Dumb, New York City, and Institution for Improved Instruction of Deaf-Mutes, New York City, from which she graduated about twenty years ago, and where she is now employed as dormitory maid for the boys. Likes it there very much, and finds it a safe place for her, with her handicaps. Wrote an article for the school paper on how to be happy with her handicaps. Communicates with manual alphabet and writing on palm of hand. Typewrites. Reads and writes Braille. Does all sorts of hand work.

S. H. K. Missouri.
Adult. Blind and deaf. Reads embossed type.

E. K. Missouri.
Adult.

J. C. K. Ohio.
Adult. Totally blind, and very hard-of-hearing.

LANGUERAND, Alexandrina. Canada.
Born at St. Rosalie de Bagot, P. Q., Canada, April 2, 1883. Born deaf. Now totally blind. Does not speak. Must feel speaker's hands when conversing. Knits and does other handwork. Is calm and patient. Educated as deaf-mute only. Became blind later. Educated at Catholic Female Institute for Deaf-Mutes, Montreal, Canada. Reads French Braille. Uses Braille slate for writing.

G. L. New York.
Adult.

C. L. Canada.
Born 1897. Lives with her family. Never went to school, and has had no education, though capable of it.

LAROCHELLE, Cecile. Canada.
Born 1922. Attends the Deaf-Mute Institute, Montreal Canada. Deaf-mute, with very imperfect sight. Otherwise, seems normal and healthy. Is a charming child, with a happy disposition and bright ways. Was tried in the oral department for four months, and transferred to the manual department, where she is progressing fast.

LAROCHELLE, Marguerite. Canada.
Born at St. Jean Chrysostome, "Belair," P. Q., Canada, June 3, 1914. Born deaf. Is short-sighted. Cannot see sideways, nor read at a distance. Attends Catholic Female Institute for Deaf-Mutes, Montreal, Canada.

M. L. Minnesota.
Born 1919. Presumably deaf-blind from birth. At least her defects were discovered during very early infancy. Cause of defects is unknown. Diagnosis at University Hospital, of her native city, was congenital aphasia of the nervous sys-

tem. One physician who has seen her raised a question as to whether there might have been an early undiagnosed attack of meningitis, but if so, the attack must have been of an exceedingly mild nature, as there is no history of disease or illness, except for a mild whooping cough which occurred subsequently to the discovery of the defect. She is the second of five children; all the others are normal physically, and their school records would indicate better than average mentality. No mental test records of these children are available, however.

At present, she is with Miss Blanche Hanson, who has successfully trained one deaf-blind girl, Vera Mable Gammon. The state Department of the Blind is assuming the expenses of a trial period of training, designated primarily to determine whether the child seems capable of profiting by further instruction. She was taken out of her home last spring, and was first placed in a boarding-home near the University of Minnesota, for about three months, in order to have her under the observation of Dr. Florence L. Goodenough, of the Institute of Child Welfare. During this time, Dr. Goodenough saw her for an hour or more daily. As a result of her observations, she felt that the child should be given at least a trial with a private teacher, although her behavior was not such as to make one very optimistic regarding her possibilities. She was accordingly placed with Miss Hanson in August, 1929, and has been there ever since. The child has no means of communication. She is not completely trained in personal habits, and has no very clear way of indicating her needs. She has rather an extensive repertoire of vocalization, and Miss Hanson is rather hopeful of the oral method of instruction, since she pays little or no attention to the manual alphabet.

She is probably anosmic, as well as deaf and blind. At best, her sense of smell is extremely defective. They can get no response whatever to such odors as strong tincture asafoetida, banana oil or strong perfumes, unless the container is brought into actual contact with the nose, when the response is no different from that of any other touch stimulus.

Dr. Goodenough thinks it would be a splendid thing if her education could be undertaken by some one who would be prepared to persist for a considerable time, even in the face of very slow progress at first. She feels that the child has latent possibilities, but it will take a considerable period of time to bring her to a point where anything more than very slow progress is possible for her. Parents are very poor, and the State is paying her expenses with Miss Hanson.

M. L. New York.

Born 1875. Deaf since early childhood. Became blind six-

teen years after becoming deaf. Not entirely blind—has a small amount of sight. Educated at School for Deaf, Rome N. Y. Well educated. Reads New York Point and Braille, and typewrites. Is chair caner at Rochester shop.

J. L. Minnesota.

Born 1877. Educated at Minneosta School for Deaf, Faribault, Minn. Is now living at home. Occupation: toy maker.

A. L. Iowa.

Born in Waterloo, Iowa, October 29, 1918. Parents Americans of good family, but surrounding very undesirable. Parents divorced in 1926, after mother remarried and child became State ward. Has a small degree of sight and hearing, but not enough to be of help in her education.

Deafness and blindness probably congenital. Eye condition noticed at age of two weeks, deafness at age of three years. Child has been difficult problem for State authorities, as no institution or family wishes to care for her.

She was enrolled at the State School for the Deaf for a short time, but had only an untrained teacher. An experienced one could not be secured, and eventually she was placed in the State School for the Feeble-minded, at Woodward. She is well cared for there, but no attempt is made to teach her, and it is not yet known whether her mentality is normal or defective. Certainly it appears that she should be given a chance under a teacher experienced in handling the deaf-blind.

Further information in some detail is available regarding this child's history and the various tests given her.

J. L. South Carolina.

Youth. Attends South Carolina School for Deaf and Blind, Cedar Spring, South Carolina. Is doing very nicely at school.

M. A. L. Missouri.

Born 1867. A very happy-hearted woman. Is able to read magazines for blind. Communicates through manual alphabet. Has a soft, well modulated voice. Is well liked.

T. L. Connecticut.

Adult.

EMMA LENZ AND VALLIE
DOUGLAS, TEXAS

LENZ, Emma. Texas.

Born 1910. Became deaf-blind at age of four from spinal meningitis. Came to School for Deaf, Austin, Texas, at age of six. Still attends. Teacher is Miss Mamie Heflybower. When she first came to school, she had forgotten how to talk; in fact, she seemed to have forgotten everything and was like a little wild thing. Has been educated as both blind and deaf, but has been given oral instruction, and talks fairly well. She has developed into an ideal pupil. She is bright and a splendid student. She uses New York Point and the Underwood Typewriter. She uses the regular text books. Miss Heflybower reads her lessons to her, and she copies them. Her teacher explains the new points, and gives the new vocabulary at end of each lesson, Is sweet, quiet and satisfied.

H. L. Illinois.

Born 1899. Reads and writes Braille. Needs employment. Works in training school of Chicago Lighthouse.

E. L. New York.

Born 1874. Educated at New York State School for Blind, Batavia, New York. Reads embossed type.

C. L. Georgia.

Born 1844. Blind since age of thirty-three. Lately deaf in one ear, and almost totally deaf in the other. Is still quite active, and keeps busy most of the time. Her chief occupation is knitting various fancy articles for wearing apparel. For twenty years, she has exhibited her work at various fairs, and almost always carries off premiums, even in competition with seeing people. Reads embossed type.

Mrs. C. L. Massachusetts.

Adult. Colored.

L. L. Illinois.

Born 1885.

LISTON, Jess. Indiana.

Born 1913. Born deaf, blind, and without sense of smell. Attends the Indiana School for the Deaf, Indianapolis, Indiana. His teacher is Miss Nettie Newell. He entered school in 1922, at age of ten. When he came to school he had no language and very little useful information. He is making good pro-

gress, and seems to be a happy boy. He is being taught principally by the oral method, by placing his finger tips on his teacher's lips. Has a vocabulary of at least a thousand words, takes many commands, and is beginnig to express his own thoughts in fairly good English. He speaks distinctly many of the words in his vocabulary, all of which speech has been developed by the patient work of his teacher. He reads and writes Braille, and can transcribe from it on the typewriter, within his limited vocabulary. He is very accurate in number work, knows all of the combinations and multiplication tables, at least through the sixes. He keeps an accurate account of the calendar, always knowing the day of the month, the day of the week and can tell to the minute the time of day. He is a happy, bright boy, always willing and anxious to learn. He is patient, even-tempered, easily controlled, and appears to have a sense of humor. Miss Newell is an experienced teacher of the deaf, but was without previous experience with the blind. She is doing a remarkable piece of work. Jess goes and comes about the Institution with the other boys, who are all very willing to give him a helping hand. He has no special caretaker or supervisor, but sleeps in the dormitory with the other boys, goes to the dining room with them, and is quite capable when it comes to dressing himself and taking care of his own person. So far as they are able to discover, he has no sense of smell. He is a big, healthy boy, and is developing normally, physically.

A. L. Canada.

Adult. Almost blind, and totally deaf since an attack of scarlet fever at the age of eight. Can read large print a little with a magnifying glass, but has difficulty in seeing where he is going. Educated in England, in a private school for deaf children. During the earlier years of his life, his sight was good enough to enable him to study satisfactorily with other deaf boys.

C. F. L. Ohio.

Born 1911. Totally deaf in right ear; practically blind in left eye, and partially blind in right eye. Mentality is question. At the age of 16, a Stanford-Binet test gave him a mentality age of 9 years. His literacy test score at the same time was 7 years, and his performance scores varied from 7 to 9 years. It was reported that without his sensory defects he might have tested a little higher.

No instruction has ever been provided for him. He was temporarily committed from the Juvenile Court of Shelby County to the Department of Public Welfare, on October 28,

JESS LISTON, AND DR. O. M. PITTENGER, SUPERINTENDENT OF THE INDIANA STATE SCHOOL FOR THE DEAF, INDIANA

1926, and admitted to the Bureau of Juvenile Research. The Bureau discharged him December 24, 1926 with the comment that his future was probably not very bright. He was placed in the Shelby County Children's Home, Sidney, Ohio, but became so vicious that he had to be removed. Has brothers and sisters still at home. On February 4, 1927, he was given into custody of his grandfather, who lives on a farm in Ohio.

Mrs. A. C. L. South Dakota.
Adult. Husband also blind.

J. R. L. Missouri.
Adult. Blind and very hard-of-hearing. Reads embossed type. Typewrites.

S. L. California.
Born 1898. Impaired hearing, vision, and taste.

LORTIE, Marie Alvina Augustine. Canada.
Born at Beauport, P. Q., Canada, March 2, 1871. Became deaf at two years from scarlet fever. Was taught to speak, and retained her speech, which is good. Began to lose her sight at fifteen years, but being of energetic disposition, and quite capable, she worked at all kinds of things until 1928. Now is quite blind, and must be led around. Intelligent, and fairly well educated. Earned her living at home in factories before losing sight. Now does several kinds of handwork and is learning basketry. A lovable disposition, willing and uncomplaining. Reads and writes French Braille, and has learned manual alphabet—is now at the Montreal Catholic Institute for deaf girls.

F. L. Connecticut.
Adult.

J. L. Pennsylvania.
Born 1860. Physically and mentally sound. Reads some, but prefers to spend most of his time "thinking."

M. L. North Carolina.
Born 1900. Cause of deafness and blindness was some infectious disease, probably scarlet fever. The North Carolina School for the Deaf, Morganton, N. C., went to considerable trouble to provide a teacher for her, and considered her a

bright child, but her untutored parents, fearing that the school might exploit her and send her away where they would never see her again, removed her. Since then she has been without education.

LUCAS, Lindsay. Minnesota.
Born 1896. Is an author. Has made a name for himself.

Mrs. M. E. L. California.
Adult. Mother and grandmother. Children are all normal. She is deaf and partially blind. Had weak eyes from birth, and sight has grown steadily worse, until only a very little remains. Deafenss is the result of a fall through a hole in the pavement.

She was educated at the School for the Blind, Overbrook, Philadelphia, Pa. She works for the Library of Congress and the National Library for the Blind, transcribing into Braille other kinds of special types for the blind.

A. L. Canada.
Born at Farnham, P. Q., Canada, in 1887. Became deaf at age of 22 months from fever. Was admitted to the Institut des Sourds-Muets, Montreal, in 1900. Remained five years, when his parents took him out and kept him at home, where he worked at different things. His sight had always been weak, but he managed to do creditable work in the manual method at school. However, his sight kept failing gradually. In 1929, he went through an eye operation, which did not bring the results hoped for. He is now so blind that he cannot distinguish persons and objects, although he is very sensitive to strong light, which is very painful to him. Was readmitted to the Institut des Sourds-Muets in February, 1930.

Miss L. New York.
Born 1907. Partially deaf and almost blind.

A. D. McA. Michigan.
Adult. Blind for forty years. Very hard of hearing. Does not hear anything going on in the house, unless a special effort is made to speak to him. Reads embossed type. Typewrites.

J. McA. Tennessee.
Adult.

M. M. McC. South Carolina.

Born 1917. The youngest of five children, the rest all normal. Father is a railroad man, and the family is in fairly good circumstances and anxious to cooperate.

She lost sight and almost all of hearing from spinal meningitis at age of four months. Family physician thinks she is normal mentally, and can be taught. Superintendent of State School for Deaf and Blind visited her, and thought her educable. She was admitted to his school, in Cedar Spring, S. C., in September, 1928, for observation. A careful study of her possibilities was planned, and no report has been made since her admission.

C. W. McC. Maryland.

Born 1871. Born deaf. Had normal parents, but a brother who was also deaf. Brother of J. F. McC. Educated at Maryland School for Deaf, Frederick, Md., where his brother was also a pupil. Entered school in September, 1880, and remained until June, 1892. In early childhood his sight became affected, and owing to this, he did not make much progress in the school room. His behavior was generally good. He married a deaf lady, and they reared two boys, both having perfect sight and hearing. Sometime after he was married he lost his sight entirely. During the excursion season, about four months each summer, he earns fairly good money. He has several goats and little carts, and takes them to Tolchester Beach, where scores of children ride them every day. He never learned to read a raised type, but can converse rapidly with his friends.

J. F. McC. Maryland.

Born in Maryland, December 11, 1868. Born deaf. Had normal parents, but a brother who was also deaf. Brother of C. W. McC. Educated in Maryland School for Deaf, Frederick, Md., Entered school in September, 1877, and left in June, 1888. The school report shows that he was generally good, but his progress in class was slow, as his sight became impaired when quite young. His sight gradually failed, until when about forty years old he lost it entirely. He remained single and lives with a sister. She said he has great hope of recovering his sight, and therefore, will not learn to read a raised type. He uses a pencil writing board very well. He worked on a farm until a few years ago. Since then, he has done nothing.

C. K. McC. Washington.

Adult. Deaf and partially blind. With some effort can make out signs, but needs help if going out of the house.

J. McC. Kansas.

Born 1890. Colored. Has tiny bit of sight and hearing, but is losing them both. After completing third grade in public school, measles left him with poor sight. No attempt was made to put him in school for blind until he was fourteen, by which time his hearing was so bad they would not accept him. Frequent attempts have been made to teach him, but he does not want to be taught. Has remnant of hearing; can hear shouting.

R. McC. West Virginia.

Born 1898. Lost sight and most of hearing at about fourteen years. Family cannot account for it. Hearing is apparently absent in left ear, but she can understand things spoken very loudly through right ear. Speaks, but not plainly. Has never been to school a day, yet she picked up writing before becoming blind, and can write words that are spelled out for her. Family is poor. Mother dead, and father remarried. Lives in bad environment. Her mentality is what might be expected in her undeveloped state. Has a very acute sense of touch, and an intuitive understanding. Is useful about the house in caring for the children, but spends most of her time sitting alone in the darkness of her thoughts, and her lips move often, as apparently she talks to herself. Stepmother is a hard-working woman. At present one daughter, who is old enough to work out, is the only means of support the family has. In order to learn Braille, R. was sent to State School for Deaf and Blind, Romney, West Va., in October, 1927. However, they did not attempt to teach her, saying she would require a special attendant and teacher, costing $150.00 per month, which they could not provide. The county could do nothing, and she was sent home in about two weeks. Stepmother says that since her return she seems unusually cross with the young children of the family.

L. McC. Louisiana.

Adult. Totally blind and totally deaf. She does a little sewing and sells the articles she makes. Can sew on machine and also by hand, having once been a dressmaker. Has difficulty in disposing of her goods. Lives with her sister. Is not able to go about very much or far from her own room. Reads embossed type.

F. McC. Colorado.

Born 1874. Blind, and partially deaf.

L. McC. New Jersey.
Adult.

R. McD. Pennsylvania.
Born 1899. Totally blind, and very deaf. Graduate from Western Pennsylvania School for Blind, Pittsburgh, Pa. Worked in the Pittsburgh workshop, until his family left the city.

A. McD. Alabama.
Born 1889.

Mrs. A. M. McF. Ohio.
Born 1868. Totally deaf and blind. Reads Braille and New York Point. Writes with pencil.

J. McG. Pennsylvania.
Adult.

McGIRR, Katherine. New York.
Adult. Educated at New York Institution for Instruction of Deaf and Dumb, New York City. Has worked for many years in office of the Matilda Ziegler Magazine for the Blind. A remarkable woman.

K. McG. Mississippi.
Adult.

J. McS. Pennsylvania.
Born 1899. Partially blind; totally deaf. Is a member of an unfortunate family. Father and mother were tubercular, and J. has been shifted around from place to place, and on one occasion was arrested for stealing food. He applied to Pennsylvania Association for Blind for work, but was not satisfied to accept conditions under which other men are working. He seems to live wherever he hangs his hat, and the Association does not know where he hangs his hat most of the time.

H. McV. Pennsylvania.
Born 1881. Physically sound; mental status fair. Reads very little.

M. M. Massachusetts.
Born 1855. Partially blind, and partially deaf.

J. M. Pennsylvania.
Born 1873. Physically sound; mental status fair. Has a serious speech defect. A pitiful case, because very much alone.

MAHEU, Joseph Albert Canada.
Born at Chateauguay, P. Q., Canada, March 17, 1885. When three years old, he had a serious illness which left him deaf, and weakened his vision. When placed at the Catholic Institution for Deaf Mutes in 1893, his sight was so poor that the manual alphabet was used for his education. He was almost blind when he left school in 1902, and is now totally blind as well as deaf. He came back to the institution in 1923, and for a year had no regular work. The teachers then thought it best to try him in the bindery of the large printing plant connected with the school. He took to this work immediately, he is an adept at folding, gumming and assembling leaflets for binding. He is at the shop with the other workers early in the morning, and stays there all day, except for the usual time off allowed the workers for meals and recreation. Is very intelligent, and has an excellent memory. Uses the sign language with perfection. Has an excellent disposition and generally is gay. His deafness does not bother him, but he is not yet reconciled to his blindness. However, he is always quiet and satisfied when at work, although the Sundays and holidays seem very long to him. The sense of working and earning keeps him buoyed up.

M. M. Pennsylvania.
Born 1877.

F. M. Massachusetts.
Adult. Deaf, with defective vision. World War veteran. Rank of sergeant-major.

R. M. New York.
Adult.

MANNING, Harriet Wallace. Pennsylvania.
Her autobiography:
"I was born in the little town of Holly Springs, Miss., on December 14, 1872. My father was a Colonel in the Confederate Army and a personal friend of General Lee and Jeff Davis. He served eight years in Congress in Washington, D. C., and when I was thirteen years old, he took me to Washington to consult Dr. Burnett, who was the best oculist at that time in that city. He was the husband of Frances Hodgson Burnett, the famous writer. Up to the age of thirteen, my sight

HARRIET W. MANNING
PENNSYLVANIA
A Daughter of the Confederacy

had been perfect, and I attended the public schools. Dr. Burnett had other specialists in consultation with him regarding my case, but none could determine the cause of the trouble.

"For six years I remained under his treatment, and during that time I could see perfectly; only my eyes were not strong enough to study, and my father had a governess for me. I took up the Wellesley course under her supervision and instruction, as it was my intention to go to that college when my eyes were all right. My father died in 1892, and this shock and weeping caused the other eye that had never seemed weak to grow suddenly large, and an operation was necessary.

"The sight in the eye that had always been bad became gradually less, and no treatment could save it. About this time, my hearing became impaired, and that meant treatment for years for it, but this was due to sympathy with the eyes, and nothing could be done. It was a terrible blow at first, after living twenty years like other girls and having indulgent parents, and able to enjoy the pleasures of a normal fashion, but my courage did not fail, and by degrees I overcame the sensitiveness of my affliction and began to pick up the broken threads and weave them into the solid net of another era. I decided to go to Baltimore to the School for the Blind, and learn to read New York Point, continued my piano lessons and pipe organ, and handicraft. I could still hear well enough to take these lessons, for it was years before I had to resort to a hearing device to understand conversation.

"All through these years of my double handicap, I have tried to remember one most important thing, not to let my wishbone take the place of my backbone, and God has rewarded me abundantly. He helps those who help themselves, and has opened up the way to let me progress as time advances. I have been back to the School in Overlea, Maryland, and boarded near this place, and gone to the shops or school to take up new things. I have learned to make all kinds of reed baskets and such articles, weave rugs on the loom, and crochet them, and caning of different kinds, and my many seeing friends never weary of teaching me the up-to-date things they learn, such as flowers of crepe paper, dolls dressed in crepe paper, and all kinds of crocheted articles in wool and thread. I am never idle, and having wonderful health, am able to keep busy always.

"I do not believe in giving up, for to me there is no such thing as blindness, unless we are mentally deficient. Sight is the mental state, also sound, for the precious Bible tells us, 'we see not and yet we see; we hear not and still we hear.'

"Some years ago, after twenty years of total darkness, partial sight was brought to one eye.

"I never am conscious of not seeing or hearing, for my heart is too full of gratitude for my blessings. The more I learn, the more I feel it is a demonstration to the seeing world that we handicapped are as normal as any one else, and all we want is kindness, not pity, and the chance to develop those mental faculties no material denial can tarnish. I wish most for the general blind and deaf what God has put into my life; the aid I want to help make the best of my life; and with His sincere assistance, and the perseverance I cling to, I have managed to accomplish with my hands much that others seem to think impossible. For a long time, I wanted a radio, but like my typewriter it was thought that not hearing I could not operate it. I cleared this wrong idea, and now possess a five-tube radio with all modern eliminators, and notched dials, which I operate like a seeing person, and get all the best stations throughout the country. I felt it would benefit my hearing, and this was also demonstrated, for with the one ear, with which I never heard in many years, I can understand words and sounds again. It is a mistaken idea that we blind-deaf are helpless. I have a dear brother who has provided my living expenses during these past years, but then I earn all I can to help along, and what makes me enjoy my radio so much more is the fact that I earned part of the money to pay for it. It makes one feel so much more worth while, if one can take active part in the necessities of life, and I wish for others another thing I have been blessed with. I do not believe in putting the blind apart from the seeing world. We are still human; yet in so many cases the blind are shunned and believed helpless, and not able to enjoy with the sighted the things they crave for.

"I learned the Revised Braille Grade one-and-a-half, after it was adopted in this country, and in this like everything else, tried to keep up-to-date as time moves along.

"One thing more: I still play on the piano pieces my governess taught me thirty-five years ago, and this alone demonstrates my statement above, that sight and sound were both mental states. I see not one key, nor hear one note, and yet I can play those pieces entirely from my mind.

"I say to myself daily: I believe God created me to be happy, to enjoy the blessings of life, to be useful to my fellow men, and an honor to His country.

"I believe the trials that beset me today are but the fiery tests by which my character is strengthened and made worthy to receive the higher things of life, which I believe are in store for me.

"I believe I am the architect of my own fate; therefore, I will be master of circumstances and surroundings, and not their

slave. I will not yield to discouragement; I will trample it under foot, and make it serve as stepping-stones to success.

"I will conquer my obstacles, and turn them into opportunities. My failures today will help to guide me on to the victory of tomorrow. I will meet it with a calm mind, for tomorrow will bring new hope, new beginnings, new courage, and new opportunities. I again will meet it with a strong heart and undaunted spirit, and leave the rest to the Infinite."

Mrs. C. M. Pennsylvania.
Adult.

E. M. New Hampshire.
Born 1911. Blind, deaf, feeble-minded and epileptic. Cannot be taught.

D. M. Pennsylvania.
Born 1912. Totally blind; totally deaf. Doctor thinks perhaps he may restore hearing after continued treatment and has some little hope of restoring sight. He is very temperamental and hard to control. His father is assisted in his support by the service clubs in his home town. Was in second year of high school when he had his misfortune. His means of communication is by having people write script letters on his hand which he spells out as they do, and does it pretty well; and he replies by talking just as little as possible to express his meaning. Probably not strong mentally.

MARTIN, Helen May. Kansas.

"Helen May Martin, rightly called the 'Wonder Girl,' is the only deaf-blind musician in the world, and indeed, in the history of the world. She was born in Lincoln, Nebraska, December 18, 1893. When Helen was but eight days old abcesses in her head affected her eyes and ears, and at an early age, she became both deaf and blind. Until she was eighteen years old, she was educated entirely in her home by her mother, her father, and her grandfather. They communicated with her and taught her by means of the manual alphabets, (the one-hand alphabet and the two-hand alphabet), and these are today her chief means of communication. At the same time, her speech was kept up and improved, and today she speaks very well, in a high treble voice. This early home training, and the loving devotion of her mother during all these years, have made her a perfectly normal girl outside of her handicaps.

"When she was eighteen years old, she entered the School for

the Deaf, at Olathe, Kansas, which city afterwards became her home. She was in that school for less than five years, and in that time, with a private teacher but one hour a day, she completed the regular eleven-year course, about equal to a third year high school course. Her first teacher here, Miss Audria Granger, learned New York Point herself, in order to teach it to Helen at this time.

"From the time Helen was a very little girl, she showed an interest in music. She would sit for hours at the piano drumming, or listening with her hands while others played. When her mother saw how great was her desire to learn she gave her her first piano lessons. She taught her a simple melody, and Helen reproduced it. Her mother was her first, and for many years her only teacher. But after Helen finished school, she had others: Mrs. Abbie Jones, Mr. S. Burkholder and Miss Mary Halliday. Helen's progress in music was so remarkable that her friends urged her to give a public concert in her home town of Olathe, Kansas. This met with such success that the next day she was flooded with requests for appearances in concerts. This is how her public work started, about 1922. Since then, she has appeared in many cities, and has been acclaimed as a true wonder and inspiration. The greatest musicians have heard her play, and have marveled at this girl who, completely without sight and hearing, has a true understanding of music. Helen reads the musical notation in New York Point, and in this way memorizes the notes. Music comes to her entirely through vibrations. Through her feet or her hands the air currents or vibrations carry impressions to her brain, as our ears carry them to ours. When playing herself, she 'listens' with her left foot placed over or under the soft pedal. When 'listening' to the playing of others, she places her hands on the sounding board of the piano. She has decided likes and dislikes in music, and prefers the music of the masters, Beethoven and MacDowell being her favorites. Her playing is quite remarkable, and her latest accomplishment has been the study of harmony. The following story illustrates her keenness to vibrations, and shows how music comes to her. She was practising one day, and a friend was sitting near her. Suddenly, Helen turned to her friend, and striking a note on the piano, said: 'This note is broken, isn't it?' (The note made no sound.) 'Yes,' replied her friend. 'But how did you know?' 'Because,' replied Helen, 'it feels like wood hitting wood, and there is no vibration.'

"Besides her music, Helen has many other accomplishments. She does beautiful tatting. She is an expert cook and loves to do the weekly ironing. She is a great reader, and reads New York Point, and all systems of Braille, English and American.

She curls her own hair, uses the typewriter, does the housework, and does most of the things that a normal girl can do. She is very fond of pets.

"Helen is a Catholic, and she is very happy, finding much joy and beauty in life. She has won, with great determination, the battle of life, and has overcome the obstacles that beset her path. Her charming, gracious personality, fine character, and lovable disposition, win her friends wherever she goes. Though darkened and silenced, her life is filled with the sunshine of love, which she in turn, sheds on all whom she chances to meet. A little girl in the audience one day, after one of Helen's concerts, after holding Helen's hand for a few minutes said: 'I feel as if love had been poured all over me!' She is highly intelligent, and has a delightful sense of humor. What she is, and what she has been able to accomplish, she owes largely to the unfailing devotion of her mother, who has been mother, teacher, and companion to her all her life."

(Printed by permission of her mother, Mrs. H. J. Martin.)

P. M. Missouri.
Adult.

F. M. Colorado.
Born 1888. Totally deaf and blind.

W. M. New York.
Adult. Reads embossed type. Typewrites.

O. M. Kansas.
Adult.

Mrs. M. M. Pennsylvania.
Born March, 1888. Widow. Protestant. Blind since age of fifty-one, cause unknown.

Mrs. J. R. M. Texas.
Adult. Reads embossed type.

F. M. Louisiana.
Born 1916. Born deaf. When quite small, he was struck on the forehead with a pistol, which caused poor sight. Attends the Chinchuba Deaf-Mute Institute at Chinchuba, La. Is in the fourth grade. Goes to school with the other children, but needs, and receives, a great deal of individual attention. He

is an exceptionally good child, and is otherwise strong and healthy. So far he has not worked at any special trade, but they will see that he will learn something that he can do, even if he should become totally blind. He is now partially blind, having partial sight in one eye.

K. P. M. New York.
Adult.

J. M. Arizona.
Adult. A young deaf man who recently lost his sight.

C. E. M. South Carolina.
Adult. Blind-deaf.

E. M. Indiana.
Adult. Reads and writes New York Point.

E. M. Pennsylvania.
Born 1869. Totally blind; partially deaf. Is an expert piano tuner and player mechanic; is familiar with repairing radios and other mechanical devices. Has always found employment with music stores in and around Pittsburgh, until the spring of 1929, when the slump in the piano business threw him out of work. Pennsylvania Association for Blind is furnishing him with a little tuning and hopes to assist him in getting started in a radio repair shop.

J. M. Colorado.
Born about 1858. Blind and partially deaf.

MILLER, Ruby. South Carolina.
Born 1907. Attends Carolina School for Deaf and Blind, Cedar Spring, S. C. Has a special teacher. Is quite talented, and has a promising future. Has been taught at school everything she knows.

W. M. California.
Adult. Became deaf-blind at eight years. Educated in Philadelphia, Pa. Repairs typewriters and Braille machines for the blind. Lives with his family.

A. M. Washington.
Adult. Totally blind and deaf. Brother of O. M.

O. M. Washington.
Adult. Deaf, and partially blind. Can go about to some extent alone, but sight is failing all the time. Brother of A. M.

MIREAULT, Joseph. Canada.
Born at St. Jacques l'Achigan, P. Q., Canada, December 12, 1849. His parents later moved to Joliette, P. Q., Canada, and from there little Joseph, who had been born deaf, was sent to the Institution for Catholic Deaf-Mutes, Montreal. He entered school in 1865. He was so highly intelligent that in two years he had learned a great deal, seeing which his parents took him out of school, and employed him on their farm, but seeing that his sight was getting weak, they sent him to the Agricultural School for the Deaf, at Terrebonne, hoping that there he would be safer and happier, and learn more than at home. He is now entirely blind, as well as deaf. He was very well cared for there, and happy. Extremely intelligent, eager to keep track of events and of time, he made himself a calendar out of playing cards, a calendar answering every purpose. But he is now in his old age, gradually losing his faculties.

C. G. M. Canada.
Born November 24, 1915. Blind, and quite hard of hearing. Lost sight at eight years, cause unknown. Has a step-mother and her own father. Parents are Presbyterians. She attended a school for the seeing for about eight months. Until June, 1928, she was educated at Ontario School for the Blind, Brandford, Ontario, Canada. She shows many indices of an alert mind. She can speak, but is sometimes hard to understand. She is quite docile and manageable, can help herself at table, and in dressing, etc., much better than many girls of her age. She is scrupulously clean in every respect. She is responsive to kindness, but occasionally has to be dealt with firmly because of her inclination to make an outcry if her immediate wants are not attended to. They attribute this, of course, to her deafness, without which she would get along in the school very well, indeed. Arrangements were to have been made by the Deputy Minister of Education, Winnepeg, Manitoba, to place her elsewhere for the year 1928-9, since the authorities of the Ontario School for Blind cannot keep her any longer. The Catholic Female Institution for Deaf-Mutes, Montreal, agreed to take her on trial if parents wanted it, in September, 1928,

unless other arrangements were made for her. She did not, however, enter the Montreal School.

Mrs. M. Washington.
Adult.

E. M. California.

Born in Massachusetts in 1912. Deaf, and partially blind, has attended Los Angeles City Schools, Classes for the Deaf, since 1922. At time she entered, she could see quite well, but her trouble increased each year until she could no longer read print. The work that was given her was written out in large black script, and she was able to do it in this way. They gave her as much extra work as possible. She is very bright, and does good work, but is unable to come regularly, as her health is very uncertain, and she cannot progress rapidly. Her older sister, who is also deaf, had been bringing her to school, but she finished the eighth grade and is no longer in school, and this makes the problem of E.'s attending even greater. She was given some lessons in Braille, but the doctor advised against it, as he thought it was too much of a nervous strain for her. The family is very poor, and any help would be appreciated, but E. has the best of care. She has been treated in the Orthopedic Hospital School, Out-Patient Department, since May, 1924. They have not been able to ascertain any very definite cause for her deafness or blindness. When she first came to the Hospital, she could not see even large objects and ran into them almost constantly, but she seems to have made some improvement in this respect. Has a peculiar muscular condition. Seems to have a more or less transitory paralysis of the right arm and leg. At times, this will get better and almost disappear, and then will get worse again. She is unable to walk at times, or to walk up and down stairs. She is in better condition now than she was some years ago, as she has been greatly helped at the hospital. A home teacher was suggested for her, but her mother wanted her to have the friendship of the other children, at school, so the child attends when she can. Her sight has been about the same for past few years. Before that it failed very rapidly. The mother speaks very poor English and is hard to understand.

B. O. M. Virginia.

Born May 4, 1908. Brother of I. M. M. Born blind. Deafness was caused by measles, and becomes more pronounced as he grows older. Is now very hard-of-hearing, and has special

instruction. Attends Virginia School for Deaf and Blind, Staunton, Va.

E. M. Arkansas.
Born 1914. Is now in a hospital.

I. M. M. Virginia.
Born September 17, 1905. Brother of B. O. M. Born blind. Is now gradually becoming deaf. Attends Virginia School for Deaf and Blind, Staunton, Va.

E. L. M. New York.
Youth. Deaf and partially blind. Educated for two years at New York Institution for Blind, Batavia, New York; New York Institution for Instruction of Deaf and Dumb, New York City.

J. M. Colorado.
Born 1843. Blind and deaf.

Mrs. M. A. M. Colorado.
Born 1868. Blind, and very deaf. Reads embossed type. Typewrites.

S. M. New York
Adult.

W. M. New York.
Adult.

E. M. New York.
Adult. Educated at New York Institution for Instruction of Deaf and Dumb, New York City.

M. M. New York.
Adult.

J. M. Missouri.
Adult. Totally blind; partially deaf. Has been deaf in one ear from early childhood; the hearing of his right ear is poor, although if one sits very closely to him and speaks loudly, he can hear. Graduate of State School for Blind, St. Louis, Mo., and also from St. Louis University, carrying an A. B. degree. He is truly unusual.

Mrs. E. M. Louisiana.
Born 1841. Totally blind and totally deaf.

C. M. Mississippi.
Born 1903. Deaf and partially blind. Can see well enough to get around. Can write and read manual spelling. Has no relatives, and had been living in School for Deaf, Jackson, Miss., the last fifteen years, until he was recently taken to Industrial Training School for Adult Blind, Meridian, Miss. He had been considered mentally retarded, and very little attention had been given to his education. He seems to have a very bright mind. Is very energetic, and capable of great concentration. Industrial Training School for Adult Blind considers him very capable of receiving an education even at his age. They think they will be able to teach him a trade. Has made wonderful progress during the short time he has been there.

M. N. New York.
Adult.

J. N. Tennessee.
Adult. Colored.

E. N. Illinois.
Adult. Almost totally deaf; partially blind. Has glaucoma and recently had operation upon one eye. It was successful, but temporary, and she will probably become totally blind before long. Has enough sight to read lips, and gets about alone. She can hear the radio, and conversation with aid of ear trumpet, but otherwise her slight degree of hearing is of no practical use to her, and she depends entirely on lip reading in conversing. Speaks well. Has no relatives and no home. She is very intelligent.

Mrs. G. N. Michigan.
Born 1867. Totally deaf; partially blind. Can see quite well now after operation for cataract on one eye; sight in other eye is completely gone. Has enough vision to read sign language. Does hand sewing for Detroit League for Handicapped.

E. L. N. Florida.
Adult. Blind, and partially deaf. Reads embossed type.

E. N. Pennsylvania.
Adult. Has taken course in Hadley Correspondence School for Blind, where he has done excellent work.

H. B. N. Illinois.
Adult. Reads Braille. Typewrites.

T. N. Michigan.
Child. Attends Grand Rapids School for Deaf, Grand Rapids, Mich. Was formerly in Conservation of Sight Class, and was transferred to Oral School for Deaf. Partially blind; partially deaf. His defective hearing seems to be the greater handicap. His mother reported that he was doing well in school.

Mrs. M. L. N. Colorado.
Born 1863. Blind, and nearly deaf.

O. N. Massachusetts
Adult. Blind and very deaf. Is able to work in shop for blind, re-caning chairs, etc.

W. O. New York.
Youth. Deaf, and almost totally blind. Educated at New York Institution for Instruction of Deaf and Dumb, New York City. Previous education: home instruction.

J. O. New York.
Adult. Educated in New York Institution for Instruction of Deaf and Dumb, New York City. Some previous education. Brother of W. O. and K. O.

K. O. New York.
Adult. Educated at New York Institution for Instruction of Deaf and Dumb, New York City. Sister of W. O. and J. O.

W. O. New York.
Adult. Educated at New York Institution for Instruction of Deaf and Dumb, New York City. Some previous education. Brother of J. O. and K. O.

J. O. Montana.

Adult. Lost both legs and left arm. Lost left eye, deaf in the right ear. World War veteran.

OREN, Leslie Farquhar. Ohio.

Speaks fairly well. Is broadly educated, and a really remarkable man. Speaks French, commands excellent English and typewrites freely.

His autobiography:

When my parents, Mr. and Mrs. Arthur E. Oren, were married, they located on a little farm near Gurneyville, Clinton County, Ohio. It was there that I, their first child, was born, October 6th, 1893. Here also my only brother Philip was born. We two boys were my parents' only children. My father is the son of Jesse N. Oren, distinguished as a statesman and as a veteran of the Civil War. My mother, Inez Farquhar, is a daughter of Philip Farquhar, who was also a veteran of the Civil War. My parents trace their ancestry back to England. They are a pioneer stock, and of the Quaker or Friends faith.

I have been told that I was considered a bright baby, that I was talking, singing and reciting nursery rhymes before I was two years old.

When I was two years and three months old, I was stricken with cerebro-spinal meningitis, and for many days the Angel of Death hovered over a once happy home. Hope revived when the terrible fever abated, but it was only short-lived, for as I slowly recovered, it was found that the disease had left me totally deaf and blind. My parents were heart-broken, and to add to their sorrow my little brother Philip was stricken the following summer with infantile paralysis. Fortunately, he escaped from this treacherous disease with only a slight limp.

As soon as possible I was taken to the best oculist in the State, who found both optic and aural nerves entirely destroyed. Of the time that passed after my illness, to the date of my entrance in school, I have no clear recollection, but I have dim memories of seeing before I became blind, my parents, my baby brother, my little curly dog Fannie, the cat, the chickens, and many other things. I seem to have heard my parents talking, the baby crying, Fannie barking, and the cat purring.

I was not quite five years old when my parents took me for entrance to the Ohio School for the Deaf at Columbus, Ohio. I had no idea of why or where we were going, as we had no method of communication, but I loved to be on the move, and was always happy when I found preparations indicating a journey.

LESLIE F. OREN, OHIO

When we arrived, we were first met by two people whom I shall always love and reverence, who have been all through the years as loving parents to me. They were Superintendent and Mrs. J. W. Jones.

I was always eager to meet new people, to examine their trinkets, and the contents of their pockets. I was so tiny, and so quick, I was like a squirrel frisking from one person to another. I knew my parents and near friends by their hands. That first day at school I touched many hands. I soon found that one pair of gentle hands reached out to me caressingly more often than others. A pair of strong arms gathered me up and carried me about, allowing me to touch all sorts of interesting things.

I did not know at that time, but these kind, firm hands were to open up a new world to me, for they were the hands of my teacher, Miss Ada Lyon (Mrs. Thomas Cureton of Georgetown, Ohio), who for ten years from that time patiently guided and directed my education.

In this brief sketch only a cursory account of the many and varied steps of my education can be given.

A method of communication had to be established. The sign method is much quicker than the spelled word. From the first day, Miss Lyon and I were constant companions, and my hand continually in hers. I thought it peculiar play, as she formed her hands into different shapes as we touched various objects as we ran, walked, skipped or hopped. After several weeks, I began to realize that a certain motion meant ball, another candy, and another knife, and I learned to touch the objects signed. It was much longer, though, before I realized that I could make a sign on my hand and get what I wanted. As soon as it was evident that I was grasping and understanding signs, my teacher began substituting the spelled word in my hand for the sign previously learned. This change and longer method apparently did not bother me.

Ball was the base word from which my education started. After I could spell it, my teacher wrote it in New York Point. We then had rough, smooth, hard, soft, light, heavy, large and small balls. We threw, rolled, tossed and hid all the balls, spelling each action. By the end of the first year I could understand many such short sentences and commands, and read them in New York Point. All my school work was play to me, except arithmetic, which I hated. As soon as I began to read, I had all kinds of interesting books written in point print.

In my third year, I learned to read Braille, and to write on the Braille machine. Near the end of the same year, when I was about seven years old, I learned to use the typewriter. I

was also having some articulation and lip reading. My first uttered word was *Mama,* my second *Papa.*

Our summer vacations were nearly all spent with Miss Lyon's sister, Mrs. T. N. Salisbury, at Russelville, Ohio. Here, during the long summer days, in play with the aid of Mrs. Salisbury's three children, Frank, Kenneth and Louise, I unconsciously learned much about nature, about birds, trees, animals, and flowers, how vegetables grow. Direction, and my first ideas of location and geography, I learned down on the Salisbury farm.

By the time I was ready for high school my beloved teacher married, and I felt that if I lost her it would be like losing my right hand, until I learned that Miss Lyon's brother, Mr. Robert J. Lyon, was to continue my education. We knew him well, as one of Southern Ohio's foremost teachers.

He was big in stature, heart and mind. To him I owe much for the illuminating manner in which he taught me some of the dry and uninteresting subjects which I was studying. Geography and history of all kinds had always been just fasminating stories to me. Latin was easy, but mathematics, physics, and chemistry would have been very difficult, had I not had a clear, patient and forceful teacher.

Mr. Lyon also had charge of my vocational training. From him I learned the first steps in basketry, some cabinet work, chair caning, and rug weaving.

My gymnasium work, which I enjoyed greatly, was under Mr. Albert Ohlemacher, physical director of our school.

I was graduated from the Ohio School for the Deaf in 1913, the only deaf-blind pupil in our class of thirteen. My little sketch on the "sense of touch" I delivered in manual spelling, but my valedictory I delivered orally.

During my school days in Columbus, kind friends raised a fund to help defray my college expenses and in the autumn of 1913 I entered Wilmington College, with my cousin, J. Oren Dickinson, who was also a freshman, as tutor. There was much for both of us to learn. I studied English Literature, Chemistry, Latin, Caesar's Gallic War and History. The following year all arrangements had been made for me to enter the Ohio State University at Columbus. Unfortunately our fund was too small to permit the engagement of a full-time graduate tutor for me, and when undergraduate applicants found what they would have to learn of the blind work, as well as the deaf work, with Braille writing, and spelling for hours in my hand, they realized that they would have very little time for their own studies. At last we secured the services of Mr. Carl Hyer for part time, to tutor me in English literature, Applied Physiology and German and Geology.

The next year, efforts to secure a tutor were so discouraging that my college education was discontinued. But I have persisted in digging, delving and studying alone, persevering to improve my education. The text books I have studied here at home are: Astronomy, Botany, Biology, Zoology, Atmosphere of the Earth, Bacteriology, Insect World, Interpretation of Radium, and Magnetism, English History, Brief Ancient History, Pre-Historic Man, French Grammar with reading exercises.

I take about twenty periodicals and weekly papers for the blind. The greater number are published in this country. My British magazines are: "Progress," "Santa Lucia," "Hora Jucunda," and "The Braille Mail." Much of my reading matter comes from the New York Public Library, and from Cincinnati, Chicago and London, England. From France I get "Le Rayon de Soleil des Sourds-Aveugles."

Although reared by parents of Quaker faith, I am a member of the Protestant Episcopal Church and attend a church of that denomination for the deaf in Columbus.

I believe that I have worked at every vocation open to the blind: basketry, rug weaving, small loom weaving, broom-making, brush work, all kinds of reed work, chair caning and knitting.

Last autumn I learned from Mr. C. B. Overcash of Dayton, Ohio, to make shopping bags of Hong Kong grass. They are easy to make, very attractive and sell rapidly. This is at present my favorite occupation.

My time is always fully occupied with reading, studying or some pleasant work. I frequently visit many old school friends in Columbus. Life to me is full of beauty. It gives me much pleasure to be helpful to others. Some of the deaf, who are growing blind, in the Home for the Aged and Infirm Deaf, Westerville, Ohio, I have enjoyed teaching to read and to write Braille. I frequently spend some time at the Home teaching them some useful occupation.

I live with my dear parents at the old Oren homestead, near Wilmington, Ohio. Among my greatest blessings is their tender care and loving devotion. My memory is a treasure-house of kind words, beautiful deeds and sweet thoughts of the many dear friends who along the way, have filled my life with happiness.

W. J. O'S. Ohio.

Adult. Deaf, with weak eyes, tuberculosis, defective teeth, partial paralysis. World War veteran. Served as seaman.

C. P. Alabama.
Born 1906. Colored.

A. P. Massachusetts.
Adult.

E. P. Illinois.
Born 1910. Totally blind in one eye; 20% vision in the other. Growing gradually deaf. He can see to work in a piano factory with his father, and is allowed to drive his father's automobile.

G. P. Nebraska.
Born 1889. A neglected case. Lost hearing when quite young, cause not known. Had almost completed the course at School for Deaf, Council Bluffs, Iowa, when he lost his sight from measles. A number of years later he entered Nebraska School for Blind, Nebraska City, where he learned to read and write New York Point, to write on the typewriter and to make excellent brooms. The Superintendent says he has received all the education it is possible for him to obtain at that school. Later his mind was failing, and he was sent home, and later to County Hospital.

L. P. Wisconsin.
Born 1897. Works in Wisconsin work shop for Blind.

J. P. New York.
Adult. Is said to be the housekeeper for the family.

W. P. Ohio.
Adult. Blind and partially deaf; uses an Acousticon. Works at Cincinnati Association for Welfare of Blind in workshop.

G. M. P. Pennsylvania.
Born 1902. Educated at Pennsylvania Institution for Deaf, Mt. Airy, Philadelphia, Pa. Fully educated. Is a writer.

C. J. P. New York.
Born 1889. Deaf-blind since childhood. Typewrites. Educated for two years at New York Institution for Education of Blind, Batavia, New York; New York Institution for Instruction of Deaf and Dumb, New York City.

Mrs. M. P. Utah.
Born 1862. Total deafness and blindness acquired after maturity. Has had little education. Has no means of communication with others.

U. P. Connecticut.
Adult. Reads embossed type.

R. P. Pennsylvania.
Born 1869. Colored. Partially deaf; partially blind. Has been employed in shop of Pennsylvania Association for Blind, Pittsburgh, Pa., since about 1923.

Mrs. M. P. Ohio.
Adult.

P. P. Ohio.
Adult. Loss of right eye and the right ear drum. Loss of both forearms, lower third. World War veteran. Served as private.

A. P. Indiana.
Adult. Totally blind; partially deaf.

C. P. New York.
Adult. Educated at New York Institution for Instruction of Deaf and Dumb, New York City. Previous education: two years of public school.

J. P. California.
Born 1882. Blind and partially deaf. Educated at Indiana school.

A. P. New York.
Adult. Deaf and partially blind. Educated at New York Institution for Instruction of Deaf and Dumb, New York City.

M. G. P. Iowa.
Born 1884. Deaf-blind since eleven years old. Well taught before. Typewrites.

B. P. New York.
Adult. Educated at school for deaf before she was blind. Has since learned to read New York Point, and does crocheting for Rochester Shop for Blind.

Mrs. A. L. P. Massachusetts.
Born 1849. Learned to read Braille when she was seventy-six years old, and has recently learned to write it. Writes in pencil also.

Mr. P. Illinois.
Adult.

Mrs. J. P. Massachusetts.
Adult.

A. P. Wisconsin.
Born at Newton, Wisconsin, November 18, 1862. Became deaf at five years due to a fall. Spoke at that age. Began attending School for Deaf at Delavan, Wisconsin, when twelve years old. Remained seven years. Worked in Delavan as a cabinet maker for three years. Was then employed as a furniture varnisher at the Northern Furniture Company, Sheboygan, Wis., for many years. Was a steady worker, sober and industrious. Sight began to fail in 1914 and he stopped work; became blind in 1916 and after losing his sight, he went to a brother on a farm. Was later taken to the Sheboygan County Poor Farm, and in 1923 was transferred to St. Nicholas Hospital. Is a staunch Lutheran and recalls stories from the Bible. Has an excellent memory for dates, for the population of cities in Wisconsin and throughout the country. Despite the fact that he has not seen a calendar since 1916 he knows the exact day and date of the current week. Is confined to an invalid's chair. Can read the manual alphabet only with difficulty—very slowly, has to feel each letter. When brought to hospital he was not entirely deaf, but could hear a little through an ear phone, with his right ear.

H. P. Massachusetts.
Adult. Deaf, dumb, blind. Uncle of C. V., formerly lived in Connecticut. Reads and writes Braille. Typewrites.

A. P. Texas.
Adult. Congenitally deaf-blind. At Texas School for Deaf, Austin, Texas, Miss Mamie Heflybower tried to teach her, but without success, due to her mental deficiency.

F. P. Canada.
Adult. Became deaf-blind after an illness. Has finished her education.

RACICOT, Adelia. Canada.
Born 1871. Former pupil of Deaf-Mute Institute, Montreal. Intelligent, and fairly well educated. Speaks well, and up to a few years ago was a fine lip reader. Sight has been gradually failing, although she has had constant medical care, and one operation for cataract. As she is completely deaf, instruments are of no use, so she has of her own volition joined a class of eight other adult deaf-blind at her former school, just a block away from her home, and is learning to read and write French Braille. Is almost blind now, and has to be led about, but is encouraged by her ability to read books again, and to be occupied at something. Lives with two older sisters, one a music teacher, and Adelia sometimes practises her Braille writing lessons on the piano, using both hands and gaining speed. She is well provided for, and has a very good home.

H. R. Pennsylvania.
Born 1856. Blind and very deaf. Associates little with other men. Reads a great deal. Physically fair; mentally sound.

M. R. New York.
Adult.

R. S. R. Canada.
Adult.

W. S. R. Canada.
Adult. Educated at Ontario School for Blind, Brantford, Ontario, Canada.

RATHBUN, Ira N. Connecticut.
Deaf, dumb, blind.
Biography by his son, Arthur S. Rathbun:
"My father was born deaf and dumb, May 3, 1866, but could see. His father served fifty consecutive months with the Union forces during the Civil War, and died in 1906.
"My father is very ambitious, determined, courageous, and works hard for his livelihood. At the age of five he attended the Whipple Home School for Deaf (now the Mystic Oral School), from 1871 to 1874, when he was stricken with brain fever. When he recovered from his serious illness he was placed in the American School for the Deaf at Hartford, Conn., where he attended from 1876 to 1884, a period of eight years, where he was an excellent scholar and loved by all. Learning his trade of shoe-making and repairing at fourteen at this

school, he established a business in Mystic in 1886, and has followed this calling until the present day, having repaired all shoes of the Mystic Oral School for a period of thirty-five years, from 1886 to 1921, when the State assumed control of the school and the pupils were instructed to do this work.

"In 1893 he married Laura Barnett, also deaf, a former classmate at the Hartford School, to whom were born two children, both normal, whom he has brought up. I was born in 1897 and my sister, now married and living in Hartford, in 1900.

"Stricken with typhoid fever and pneumonia in 1898 or 1899, and barely recovering from same, he was left gradually without sight. Medical aid was sought from various points, but to no avail. In darkness and shut off from the world with two small children and a wife to care for, I could not begin to tell you the hardships and trials and poverty he has endured these twenty or twenty-five years. He purchased the property where he now resides in 1893 before he became blind. I left school at the age of fourteen, after a year in High School, and went to work, and we have gotten along pretty well.

"In 1923 the State Board of Education for Blind became interested in him and sent home teachers to instruct him in Moon type, in which he takes great comfort. He is also very proficient in the art of basketry, learned under the supervision of the State Board, which finds a market for his handiwork and returns the full price received for same. This means of earning money has proved very helpful to him.

"He is of a very happy disposition, and is eager at all times to be of any assistance he can render. He shaves himself, makes the fire, chops wood and smokes a pipe occasionally. The State Board has had a picture taken of him, a duplicate of which was on exhibit in the Kentucky Building of the Sesqui-Centennial Exposition, Philadelphia, Pa., together with some of his baskets.

"In view of his patience and steadfast nature, he accomplished wonders against overwhelming odds, and is admired and praised by all who know him. He is a voter in the town and I take him up every year to vote. He is always interested in anything pertaining to the settlement of any civic or humanitarian project.

"I must also give a lot of credit to my mother, who has proved so loyal these many years."

The following extracts are taken from an article by George H. Griswold in "The Evening Day," New London, Connecticut, December 1, 1926:

"Although now over sixty, Mr. Rathbun does not look to be more than fifty; his black hair is hardly touched with gray and

IRA RATHBUN
CONNECTICUT
Skilled shoemaker

forty years at a cobbler's bench have not caused him to lose his erect carriage.

"Mr. Rathbun has a remarkably retentive memory and can tell how many books he has read and what their contents were. When given any information, it is retained for life, and happenings in the bustling world of today and civic projects in the community are of as great interest to Mr. Rathbun as to any person in Mystic."

H. R. New York.
Adult. Blind, and hard of hearing.

E. R. Vermont.
Adult.

A. W. R. Pennsylvania.
Adult.

A. F. R. Florida.
Child. Formerly lived in Illinois, and is said to have moved to Florida, and to be in school there.

H. L. R. Ohio.
Adult. Can talk. Gets along well but gets lonesome sometimes, as she has few people to talk to, and gets tired of reading or working. They cannot supply her with work all the time, and she has some spare time and would like to put it to use. Does crochet work and makes laces and other things, but it is hard to get merchants to sell that kind of work. Uses typewriter, but does not care for letter-writing. Reads New York Point and Braille Grade One-and-one-half and Grade Two.

E. R. Canada.
Adult. Blind for nearly twenty years. Deaf for about four years. Reads and writes Braille.

N. R. Alabama.
Adult. Totally blind, partially deaf.

RICE, Ruby. Texas.
Born 1887. Was born a normal child, but at the age of three was stricken with spinal meningitis, her father dying from the disease at the same time. After a long struggle with death

Ruby won, but with the total loss of sight and hearing. Educated at School for Deaf, Austin, Texas. Mrs. E. M. Barrett and her daughter were her first teachers; then Miss Mamie Heflybower. Did not enter school until she was thirteen years old. Finished school in 1914 and has since been living at home with her mother. The mother is now very old. Ruby is very bright and is a lovely character. Is fond of reading and letter writing, sews and crochets beautifully. When sewing, she threads her own needle. Likes to visit her friends and go to church. She is very poor, and her friends try to make her life more pleasant; hence, donations made by them for a new typewriter.

A. R. Wisconsin.

Adult. Can articulate almost perfectly, though his deafness is of long standing and beyond medical aid. Hearing was first injured by a bad fall at age of four. Then typhoid fever at age of eight burst left ear and injured right. Blindness was caused by several accidents in childhood. Reads New York Point. Typewrites.

P. R. California.

Adult. Deaf; lost right eye. World War veteran.

Mrs. L. R. Ohio.

Blind, and very hard-of-hearing. Communicates by having people speak very loudly.

RILEY, John Porter. Ohio.

Born 1888. Colored. Educated at State School for Deaf, Columbus, Ohio. Entered school in 1902, at fourteen years. Remained until 1911. Was a bright boy, and learned very rapidly. Had a private teacher, Miss Grace Hadden. Later she was married, and he was taught by Mr. Robert Lyon. Makes brooms, canes seats for chairs, and makes baskets, but for some reason he could not secure the necessary equipment to carry on his shop work at his home. His people died, and he was taken to a Home. Uses good English, and typewrites freely.

D. R. Ohio.

Child. Deaf, and partially blind. Wears glasses. Attends Cincinnati Oral School, Cincinnati, Ohio, and is doing well, Brother of R. R.

R. R. Ohio.
Child. Deaf, and partially blind. Wears glasses, and sees enough to get about, and to read lips. Attends Cincinnati Oral School, Cincinnati, Ohio, and is doing well. Has been taught by Miss Sophia Alcorn, and is an excellent lip-reader, although having been under instruction only two years. Brother of D. R.

C. R. New York.
Adult.

A. B. R. Colorado.
Born 1906; partially blind; partially deaf. Needs education.

C. N. R. Massachusetts.
Adult. Deaf-blind. Manufactures and operates radios by the sense of touch.

G. R. Pennsylvania.
Adult. Has been losing her sight gradually. Lives with her mother. Feels isolation of the deaf-blind, and believes that the double handicap saps the strength of the deaf-blind, in many cases. While she is never really ill, she is not as strong as those of her friends who are merely deaf or merely blind. Reads Revised Braille. Typewrites well.

H. R. Alabama.
Born 1912. Colored.

ROBIN, Elizabeth. Texas.
Born 1884. Educated at Perkins Institution and Massachusetts School for Blind, Watertown, Mass.

S. R. New York.
Born 1865. Deaf, with partial sight in right eye. Educated at New York Institution for Instruction of Deaf and Dumb, New York City. Some previous education.

M. R. New York.
Adult.

L. R. Missouri.
Adult.

N. R. Alabama.
Adult. Blind and partially deaf; can hear nothing at any distance. Reads and writes Braille.

A. L. R. Canada.
Born 1860. Married. Brother of W. R. Reads embossed type.

M. R. New York.
Adult.

W. R. Canada.
Born 1871. Married. Wife is deaf. Brother of A. L. R.

L. R. Ohio.
Born 1904. Deaf, and partially blind. Educated at Ohio State School for Deaf, Columbus, Ohio. Writes with pencil.

C. R. Wisconsin.
Adult.

K. R. Connecticut.
Adult. Writes in pencil. Reads embossed type.

A. R. Kentucky.
Adult. Blind, and partially deaf. Uses an ear-phone, through which she is able to understand conversation and hear the radio, which she says is her greatest pleasure. Is learning to read Braille at Cincinnati Library Society for Blind, Cincinnati, Ohio. Lives with her sister.

M. R. Massachusetts.
Born 1889. Educated at Perkins Institution and Massachusetts School for Blind, Watertown, Mass.

J. R. New York.
Adult. Blind, deaf-mute.

V. R. Missouri.
Adult.

Mrs. J. E. R. Colorado.
Adult.

E. R. Colorado.
Adult. Blind, and very deaf. Can hear shouted conversation.

E. R. Washington.
Born 1892. A deaf-mute, recently blind.

O. R. Wisconsin.
Adult. Partially deaf; partially blind.

M. E. R. Indiana.
Adult.

G. W. T. R. New York.
Born 1898. Educated at New York Institution for Instruction of Deaf and Dumb, New York City. Previous education: five years at public school; one year at Blind Institution. Father reports he has him on his hands doing nothing. Needs occupation. Is half deaf in left ear, but can hear pretty well with right, and gets along in this way. Can hear people speak if he is near them. Travels by himself. Reads Braille Grade One-and-one-half, and a little of Grade Two. Typewrites.

S. S. New York.
Adult.

C. S. Illinois.
Born 1872.

S. S. Massachusetts.
Born 1909. Very hard-of-hearing, and has very poor sight. His teacher was Miss Caroline F. Kimball, teacher of lip-reading, Lynn, Mass. Has finished school. Was in Junior High School one year, and got what he could. Then he was in the Sight-saving Class. He remained there until he was sixteen years old, when he left school. Since then, he is having great difficulty in finding work that he can do. At present, he sits in the house and reads. He would be happier if he had some work, and ought to learn something to become self-supporting.

H. S. Ohio.
Adult.

G. S. New York.
Adult.

H. W. S. Rhode Island.
Adult. Partially blind; partially deaf. Sight is so defective that she cannot read ordinary print, and she is unable to hear ordinary conversation. Reads embossed type.

I. S. New York.
Adult.

R. S. Massachusetts.
Born 1914. Italian-born. Attended High School in U. S., but left on account of illness. Became almost completely deaf and blind from meningitis. Recently recovered her sight partially, at least, but remains quite deaf.

M. S. California.
Adult. Totally blind. Hearing has been defective all her life. Can understand speech, if person sits beside her and speaks slowly and in a distinct voice, but if he turns his head or moves a foot or two away, she loses everything he says. Has tried ear-phones in vain. Has never learned the manual alphabet, and now feels the need of some means of communication with others. Wants to find a means of keeping in touch with general conversation. Has never been associated with any deaf-blind person. Friends have suggested that she learn the telegraphic alphabet, and that her sister also learn it so that she could tap off the conversation on her hand. Reads embossed type. Typewrites.

O. S. New Jersey.
Adult. Is a cripple and confirmed invalid. Has not had a large opportunity for education. Writes and reads Braille.

S. S. New York.
Adult. Educated at New York Institution for Instruction of Deaf and Dumb, New York City.

Mrs. M. S. Missouri.
Adult.

H. S. Wisconsin.
Adult. Reads embossed type.

C. R. S. New York.
Adult.

I. M. S. New York.
Adult.

D. S. Pennsylvania.
Born 1911. Partially deaf; partially blind. Has finished first year in high school at Western Pa. School for Blind, Pittsburgh, Pa. He is maintained by the Sunshine Society in home town. It will not be easy to find any work for him on account of his condition. He may not go back to school this year, as he did not get along well with his high school subjects.

Mrs. S. S. Kansas.
Adult.

SCHULTZ, Helen. New Jersey.
Born 1905. Lives with Miss Lydia Hayes, of N. J. Commission for Blind, herself blind, who is her devoted friend. Became deaf-blind at age of eight or nine. She was educated in the public school classes for the blind in Newark, N. J., which was an unusual and successful experiment. Finished her education at Perkins Institution and Massachusetts School for Blind, Watertown, Mass., where she took a high school course. She had no special teacher, but several teachers at Perkins Institution. She communicates with the manual alphabet, or with writing in the palm of her hand. She speaks remarkably well. She spoke and knew only German before becoming deaf-blind, and has learned English since. She is a very normal girl, loves dancing and sports, enjoys doing housework, and loves her home. She does beautiful fancy work. She is very bright, and ambitious. Reads embossed type, typewrites, and writes in pencil. Parents are dead. Has a sister in New Jersey and a brother living in Pennsylvania. Withdrew from Perkins Institution on June 30, 1929, voluntarily, to remain at home. Is very happy, helping on a poultry farm.

A. S. Wisconsin.
Adult.

L. C. S. California.
Adult. Deaf, dumb, blind. Is of good appearance. Educated. Attends a club now and then.

M. S. California.
Adult.

M. M. S. Alabama.
Adult. Totally blind, partially deaf; hearing is about 50 to 60 per cent normal. Typewrites.

E. S. California.
Born 1888. Blind, deaf, dumb. Left leg amputated below knee. Thumb and all fingers of left hand amputated.

Mrs. E. S. Kansas.
Adult.

M. D. S. Canada.
Adult.

M. S. California.
Child. Lives with mother. Partially blind and partially deaf. Applied for admittance to California School for Blind, Berkeley, Cal., which does not know if it will admit her, but may give her a trial.

A. S. Illinois.
Adult. Deaf and almost blind.

SELBY, Clarence J. Illinois.
Born in England, in 1872. Came to United States when three years old. Became deaf-blind at eight years, from a disease of the optic nerves. Had attended public school for a few months before losing sight and hearing, and had learned to read and spell. Educated at Le Couteulx St. Mary's Institute for Improved Instruction of Deaf-Mutes, Buffalo, N. Y. His teacher was Sister M. Dosetheus. Is well educated. Can speak quite well. Uses manual alphabet, glove alphabet, sign language, and writing on back of hand. Is a writer, and author of "Flashes of Light from an Imprisoned Soul," and some poems. Lives with his aged mother in British Home for Old People. Reads embossed type, and for writing uses a contrivance that perforates the Latin letters. This is called pin typing.

J. S. Maryland.
Adult.

C. L. S. Ohio.
Adult.

R. S. Canada.
Adult. Reads Braille and New York Point.

T. S. Ohio.
Adult. Totally deaf, and dumb. Partially blind. Has enough vision to get about alone in house, and to see manual alphabet and signs, which are his only means of communication, though he also has the alphabet spelled into his hand. His sight is fast failing, and some days he cannot see at all. Lives with his sister.

Mrs. E. E. S. Michigan.
Adult. Deaf and partially blind. Was totally blind for fifteen years. Has quite a lot of vision now, after an operation. Can see to read some. Has a son, who is perfectly normal. Is an excellent housekeeper. Educated at Nebraska School for Blind, Nebraska City, Nebraska.

M. S. Ohio.
Born 1889. Blind and partially deaf. Extremely hard-of-hearing since age of thirty.

J. R. S. New York.
Child. Attends New York Institution for Instruction of Deaf and Dumb, New York City. State Department of Education pays $1100.00 a year for his education, board and lodging. Previous education: public school to seventh grade.

G. S. Pennsylvania.
Adult. Formerly in Home for Aged and Infirm Deaf, Torresdale, Philadelphia, Pa. Discharged from Home, December 15, 1920. Present whereabouts unknown.

J. R. S. New York.
Adult. Worked with Sir Arthur Pearson in London.

Mrs. E. R. S. New York.
Adult.

G. S. New Jersey.
Young girl. Attends Pennsylvania Institution for Instruction of Blind, Overbrook, Philadelphia, Pa.

H. S. New York.
Adult. Educated at New York Institution for Instruction of Deaf and Dumb, New York City.

A. S. Pennsylvania.
Born 1865.

M. S. Ohio.
Adult. Blind-deaf.

J. S. Pennsylvania.
Born 1858.

K. S. Pennsylvania.
Born 1877.

M. S. Washington.
Adult. Deaf, and partially blind. With some effort can make out signs, but needs help in going out of the house.

R. S. New York.
Adult. Blind, and partially deaf.

A. S. Michigan.
Adult.

D. S. Tennessee.
Born 1916. Colored. Deaf-mute, with almost no vision. Lives in rear of building, rather poor environment.

E. S. Missouri.
Born August 6, 1908. Deafness and blindness due to spinal meningitis in infancy. Also had congenital cataract, which was removed by operation June 12, 1912, after which his condition improved. Mother brought him to St. Louis City Hospital whenever he was ill, and finally asked them to keep him, as he seemed deficient to her, and she could not keep him. He was placed in the City Sanitarium, but when he was five years old, he was committed to Board of Children's Guardians for placement. Shortly before he went to the Sanitarium, there was a diagnosis of congenital cataract, deafness, and aphasia, and the cataract was removed. Another examination some years later indicated that he had had tuberculosis, and various

doctors have thought that this condition followed meningitis. He seemed to be a perfectly normal child mentally, though it would have been difficult to test him, and it is not known if a test was ever made. He was cared for in a foster home, and attended the Missouri School for Blind, but as he became older, he was very difficult to handle in a foster home, being emotionally and physically very much of a problem. He was quite capable, eager to learn and do things for himself, but headstrong, spoiled, given to tantrums, etc. He was placed in State School for Deaf, Fulton, Mo., but they had to give him up, as he required more individual care than they were equipped to give him. He managed to convey to them that he had been very happy there, and would like to stay, but the school could not take care of him on account of his blindness. He was a pupil in Central Institute for Deaf, St. Louis, Mo., in 1917-18. Entered Perkins Institution and Massachusetts School for Blind, Watertown, Mass., June 18, 1919, and remained until September, 1921. Was sent there through private funds. Had a special teacher. When he entered Perkins, he had partial, useful vision, but was entirely deaf. Never having been taught to be obedient, he was willing to do only what he wanted to, and was erratic and changeable. While he had some native ability, he was very restless and unstable, and often destructive, and given to paroxyisms of rage, which seemed almost like temporary insanity. He was a disturbing element among the boys, and they failed to make him an acceptable member of the household, and after two years' trial he was returned to Missouri. Was an inmate of St. Louis Sanitarium for three months and a half, during 1924. He had a diagnosis of mental deficiency. At time of his admission, his sight was failing, but he was not totally blind. They were not able to secure a family history. He was placed at Bellefontaine Farms temporarily by Placing-Out dept. of Board of Children's Guardians, until a suitable home or institution could be found for him. Received there, June 24, 1925, and on Sept. 24, 1925, three months later, he was transferred to St. Louis Training School for the Feeble-Minded, where he is now doing excellent hand work. This is considered the most desirable and most suitable place for him at present time, not because he is dull, but because there is no other place for him. There are no funds now available for his education in any school. He is a motor type, learning by performance, and could profit by further instruction. At Perkins Institution, he learned some woodsloyd work, and began to use the oral method. He now has a little sight at certain angles, but not much. He can understand the sign language when he can feel what signs are being made. Is able to do a certain amount of useful work around the Insti-

tution, and at present is working in the kitchen. He has the company of another deaf-mute boy, not blind, who keeps him informed of things going on about him. When others interfere with him, he assumes a defensive attitude. His speech is rather difficult to understand. Practically nothing is known of his parents. His physical condition is fair. There is nothing unusual about his general appearance. He is a large man. He is considered educable.

H. R. S. Pennsylvania.
Born 1860. Deaf and almost blind.

J. S. Pennsylvania.
Adult. Blind, and hard-of-hearing.

M. S. Colorado.
Born about 1858. Blind, and partially deaf.

R. S. Oregon.
Born January 5, 1919. Congenital cataracts cause of blindness. Cause of deafness unknown. His people consider his mentality good. Has never had an opportunity for an education. Not in school now, because there are no funds available for his education. Hoping that Legislature will appropriate funds for his education at next meeting.

W. A. S. Oklahoma.
Adult. Totally blind, and is losing his hearing. Teaches piano tuning at Oklahoma School for Blind.

Mrs. C. S. Washington.
Adult. Nearly blind, and just beginning to get a little deaf. Reads embossed type. Writes in pencil.

J. S. New York.
Adult.

Mrs. M. B. S. Ohio
Adult. Partially deaf, with increasingly poor sight.

O. S. Wisconsin.
Adult.

D. S. Pennsylvania.
Born 1881. Reads and writes Braille and New York Point.

M. W. S. Pennsylvania.
Adult.

S. S. Utah.
Born 1869. Has faint light perception, and very low degree of hearing. Has not been educated, except to fourth grade before losing sight and hearing. He does some rug weaving and wool carding. He has had two sisters in the same condition, one now dead, and the other Mrs. J. H.

T. S. New York
Adult.

S. S. New York.
Adult. Reads embossed type. Typewrites.

I. H. S. Pennsylvania.
Adult. Deaf, and almost blind. Formerly in Home for Aged and Infirm Deaf, Torresdale, Philadelphia, Pa. Left of own accord, July 23, 1908. Present whereabouts unknown.

ST. DENIS, Micheline. Canada.
Born at St. Michel de Napierville, P. Q., Canada, March 9, 1919. Born deaf. Can see and read things held close to her face. Attends Catholic Female Institute for Deaf-Mutes, Montreal. Canada.

J. H. S. Pennsylvania.
Adult. Deaf, dumb, blind. Has been at County Home quite a number of years. He is always happy, and goes to his meals from the second floor to the first, makes his own bed, and is very active for a man in his condition. Brother of S. A. S.

R. E. S. Pennsylvania.
Born 1871.

S. A. S. Pennsylvania.
Born 1854. Sister of J. H. S.

M. S. New York.
Adult. Totally blind; partially deaf.

E. D. S. Ohio.
Adult.

C. S. Wisconsin.
Adult. Blind for many years. Partially deaf. Several years ago, she lost in a large measure the use of her left ear. Now, after having influenza, she is very deaf in her right ear. It is very hard for her to locate sounds, and while she can get along wonderfully without sight, it is difficult for her to direct her movements in walking about, and to judge distances or spaces. Reads embossed type. Typewrites.

STRINGER, Thomas New York.
Born 1886. Educated at Perkins Institution and Massachusetts School for Blind, Watertown, Mass. A remarkable young man.

J. F. S. Maryland.
Born in Maryland in 1893. Born deaf. Parents were normal, having good sight and hearing. Educated at Maryland School for Deaf, Frederick, Md., and left school in 1898. His sight began to fail when he was about twenty-three years old. has very defective sight though he can see to travel alone. He He developed cataracts which were removed recently. He still can read if the type is large and clear. Works in Maryland Workshop for Blind doing very good chair repairing. Attends the Catholic Church. Married. Says his pleasure is home. Has six children two of whom are deaf and are being educated in Washington, D. C.

SULLIVAN, Rose Charlotte (Lottie). California.
Born April 19, 1887, in Denver, Colorado. Total deafness and blindness occurred at three years of age. Cause given as spinal meningitis. No hereditary cause indicated. Blind, deaf-mute. Catholic. Educated at Colorado School for Deaf and Blind, Colorado Springs. Well educated. Entered school October 15, 1895. Attended each session through 1909. Was in good health; a cheerful, happy disposition; a good student. Made satisfactory progress in school, and with handwork. Is now living with her family.

M. S. Michigan.
Adult. Deserves all help she can get. Reads embossed type.

L. S. Michigan.
Adult.

R. T. Iowa.
Adult. Deaf, dumb and partially blind. Can see light, but cannot see enough to read. Educated at Nebraska School for Blind, Nebraska City, Nebraska.

J. T. Alabama.
Adult. Totally blind; partially deaf.

M. T. New York.
Adult.

P. T. Vermont.
Adult.

E. T. New York.
Adult. Deaf and partially blind. Educated at New York Institution for Instruction of Deaf and Dumb, New York City. Previous education: two years public school; one year military academy.

B. T. Alabama.
Adult. Totally blind; partially deaf.

H. S. T. Indiana.
Adult.

THOMAS, Pearl. Oklahoma.
Born 1897. Educated at Texas School for Deaf, Austin, Texas. Her teacher was Miss Mamie Heflybower. Born a normal child, but disease left her totally blind, and with the slightest degree of hearing in one ear, which Miss Heflybower used in teaching her whenever it was possible to do so. Came to school from Bowie, Texas, while Ruby Rice was still there. Left school about 1923, and is living in Oklahoma with her mother. She was bright, and a great reader, but inclined to be morbid over her condition.

F. M. T. California.
Adult. Lost sight and hearing after graduating from local high school. Was later a pupil of Maine Institution for Blind, Portland, Maine.

J. T. Kansas.

Born 1857. Blind. Partially deaf: right ear entirely useless; left ear about one-half normal. Graduate of Minnesota School for Blind, Class of 1877. Also spent four years in Industrial Department of Iowa School for Blind. Reads embossed type. Writes in pencil.

M. T. Nebraska.

Deaf, with very defective sight. Can speak fairly well. Educated at Nebraska School for Blind, Nebraska City, Nebraska. Present whereabouts unknown.

N. T. Pennsylvania.

Born 1885. Totally blind; partially deaf. Can hear a little in one ear. Reads three kinds of embossed type. Writes with pencil. Is an American Baptist by faith. A Home was the only place she could get into on account of her age.

S. T. Texas.

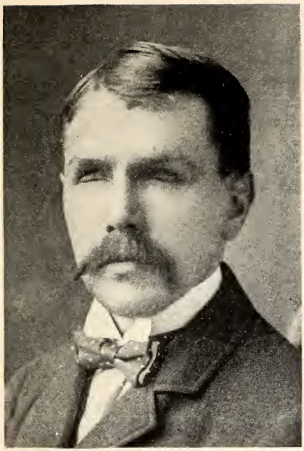
Adult.

THURLOW, Harry DeGrofft. Maryland.

His autobiography:

Born normal, in Philadelphia, Pa., February 12, 1886. Removed to Baltimore, Md., in 1893. Educated in public schools, finishing in the Baltimore Polytechnic Institute in 1905. Worked on Civil Engineering Corps, 1905-1908. Designed buildings and superintended construction thereof, 1908-1911. Spring of 1913, while employed as a foreman on a plant manufacturing explosives, nitroglycerine explosion destroyed his sight and hearing, and took four fingers; at the time he said, "It got everything but my goat!" His family consists of a wife and two children.

When he became deaf-blind, he received no training from the schools or workers for the blind; he was past twenty-six years old, and age and education put him beyond their resources. Wife penciled a Braille nursery tale, and thus taught him Braille. Spring of 1913, he got a typewriter, memorized the keyboard, went to writing letters without training, wife correcting errors. Within a month, he began selling magazines and books by mail—is still at it. He does all business correspondence and keeps complete records by means of card file and Braille.



LEFT:

CLARENCE J. SELBY
ILLINOIS

(See page 146)

RIGHT:

HARRY D. THURLOW
MARYLAND

At his home, he put a cement floor in his cellar, cement walks about his house; inside and outside his house, he has done all sorts of carpentry, repairing, and remodeling; also, he has done much plumbing for himself.

No matter what the job, he tries it, and when necessary his wife gives him a hand.

A day for him is almost the same as that for any normal man who is too much about the house. After the business mail is cleared up, a door is to be rehung, or a net door put up, or the wife wants tacks taken out of the floor, or a shed plank made, or some digging done in the yard, or a youngster smashes a toy which must be repaired immediately; drying dishes, in winter tending the furnace; and a bit of reading. Altogether, just a simple, ordinary life, regardless of physical hindrances.

He adds:

"My wife is a personality all by herself, standing out clearly without the aid of any reflected glory from her lord and master, and that self of her is noble enough and too proud of said lord and master to wish anybody to make the mistake that she is a crutch upon which he must hobble. She just can't see her place as my bulwark."

When asked about his education, Mr. Thurlow said, "It began at birth and isn't finished yet, and I hope never will be."

He further says, "No aspiring youth wants to include deaf-blindness among his ambitions. But having it saddled on to him, it need not stop any man. Bad as it is, it simplifies life, leaving but two problems: work and play. For work, I must do what is at hand, no matter how little it earns, or how long it takes, else—I'm out of a job! For play, I have two lively children, or I read or converse with wife and friends. Conversation is carried on with the manual alphabet, or by folks printing ordinary letters on the back of my hand. A sense of humor, which turns *in* on me, as well as *out* on others, keeps me alive!

TILTON, James E. Maryland.

Born in Detroit, Michigan, December 1, 1868. Parents were normal, having good sight and hearing all their lives. Came to Maryland at age of twenty. Had a high school education. When he was forty-six years old, he became paralyzed in his lower limbs. Later his left hand became affected. Shortly after this, his hearing left, and in a remarkably short time he lost his speech, and from then on his sight began to fail. His right eye became totally blind when he was fifty-four; then his left eye began failing, until now, he is almost totally blind. But he is a cheerful invalid, keeping up his spirits. After losing his sight, he learned basketry, and for some time he was

able to sell all he could make. He became expert at this trade. But now that he has become weaker, he can no longer work at this. He has also learned to read the Moon type. His greatest pleasures are having visitors and reading his Bible. His cheerfulness, patience, and ambition make him a blessing to others. Married.

C. R. T. Indiana.

Adult. Partially blind; and partially deaf. Can see to get around but cannot see to read ink print or typewritten articles. Reads Braille altogether, borrowing books and magazines from libraries. As to his hearing, he has to use a trumpet to aid him in carrying on a conversation. Typewrites.

P. T. Illinois.

Born 1903. Blind since age of five. Has been losing his hearing for two years; became totally deaf at the age of twenty-four—about a year ago. Educated at Washington State School for Blind, Vancouver, Washington. Talks. Speaks German and English. Gets around Chicago alone. Mechanic, wood-worker, and knows telegraphy. Had followed music profession for seven years before losing his hearing. Has composed some popular music, not published. Plays saxophone and clarionet. Is best as saxophone soloist. Still learns new music and plays correctly. Has played in stage work, dance work and solo work over the radio. Wanted to do big time vaudeville work before losing hearing. Communicates by having others print capital letters in palm of his hand. Learned the letters as a child. Reads four systems of Braille, and typewrites. Has a school friend who helps him, and with whom he lives. Has finished his education. His parents live on a farm in Washington State. Lives in a poor environment. A pathetic case.

O. B. T. Alabama.

Adult. Deaf, with defective vision. World War veteran. Served as private.

R. T. Texas.

Adult. Deaf, with defective vision. World War veteran. Served as private.

W. T. California.

Adult. Deaf-blind for ten years. Totally blind; partially deaf. Works in broom shop. Reads Braille well.

A. E. T. Colorado.
Adult. Defective sight; defective hearing. World War veteran. Served as private.

TURNT, Ferdinandina W. Maryland.
Dina, as she was always called, was born in Baltimore, Md., December 16, 1865. Born deaf. Parents were normal, having good hearing. There was another little girl in family, also deaf, who died at age of four years. Dina started to School for Deaf in Frederick, Md., when she was eight years old, and remained until she was eighteen. She got a fair education. Her father, who was an especially well educated man, died when Dina was eleven years old. The mother lived until about 1926, having raised and educated three girls. Dina remained at home, helping in every way, sewing, cooking, doing house-work of all kinds. Just a few years ago, Dina's sight began to fail, and she is now almost totally blind. She continues to make herself useful in her sister's home. She has learned to make baskets, and to read New York Point. She attends the Grace and St. Peter's Protestant Episcopal Church, which has a service for the deaf. She says her only pleasures are going to church, and reading the Ziegler Magazine and her Bible.

A. U. California.
Adult. Deaf from childhood. Blind for twelve years.

C. U. Illinois.
Born 1914. Italian. Family states that he seemed to be a normal baby, and began to talk at eleven months. At eighteen months he was very ill, but mother could not say what the trouble was. After this he became totally deaf and almost totally blind. May have been able to distinguish objects, but now can distinguish only between light and darkness.

Has been examined by Examiner of Board of Education, Chicago, by the Institute for Juvenile Research, and by the Orthogenic Clinic of Central Free Dispensary. All agreed that his deafness was total and his blindness nearly so, but that he had some intelligence and could probably be educated if given a private teacher. He is able to dress and feed himself, and to find his way around the house. He also dressed his younger brother. When visitors came to the house, he took them to his mother if she was not in the room. His mental status could not be determined with any exactness, but he showed considerable intelligence with the form board used by one examiner.

In 1926 the Chicago League for the Hard of Hearing made a strenuous effort to have the boy taught, bringing the case into the Juvenile Court, but he was given only lip-reading lessons for a brief period. A teacher in the deaf-oral division of one of the Chicago public schools tried for one summer to teach him, and felt that it would be possible to do so, if one had the time to give to it. The parents are unable to pay a teacher. The medical social service worker of the League called at the home a number of times, but since October 12, 1926, has lost sight of the case.

Recently it was learned that the boy was being taught by Mr. John H. Geary, of Chicago.

VANIER, Parmelia. Canada.

Born at St. Vincent de Paul, P. Q., Canada, November 24, 1882. Born deaf, was taught speech, which she still retains. Educated at Catholic Female Institute for Deaf-Mutes, Montreal, Canada. Educated as deaf only; became blind later. Is nearly blind now. Wears glasses, but can see only centrally, and at a distance. Therefore, collides with people and objects she meets. Finds her own way in the house, though she must be led elsewhere. Has voluntarily taken charge of a large girls' dormitory at school where she lives, which she cares for beautifully. Is contented only when busy. Must touch hands of speaker when conversing. Reads and writes Braille.

G. Van T. Pennsylvania.

Born at Ambridge, Pa. Blind, and partially deaf. Educated at Pennsylvania Institution for Instruction of Blind, Overbrook, Philadelphia, Pa. She is appealing, and is bright enough to profit by individual instruction.

Special report made out when she left Overbrook:

"Admitted to Overbrook School, June 12, 1925. (Is no longer at school there, and is probably receiving no education at present.) Vision: Became blind at 3 to 4 years of age. Cause of blindness: Irido-Choroditis, with secondary glaucoma. Degree of blindness: shadows. Health: Past illnesses, measles, whooping cough; in fall of 1926 went to Municipal Hospital with scarlet fever, with complications and arthritis; was kept there for several months. Present condition: very deaf, and of delicate physique. Religion: Presbyterian. Personality: quick, alert, interesting. I. Q.: in 1925, 101. Education: Had some home instruction before entering Overbrook. At Overbrook: It was almost impossible to make her hear. Cannot do group work. Is now classified as a third grade special. Literary G; Manual G; Music G; Physical education G. Remarks and

recommendations: A delicate child, totally blind, and nearly deaf. One must speak directly into her ear, for which reason she should be taught alone. She is unusually intelligent, considering her handicaps and meager educational opportunities in a group. She is rather clever at rhyming and cutting paper. Asks intelligent questions about what she reads. Has initiative, is very industrious and interesting, and reads very well. Has the voice of the deaf; and a tempestuous temper. In class, she seems for the most part, happy and contented. Needs medical attention constantly."

VARELAS, Amanda. Canada.

Born 1901. Father living; mother dead. Altho frail in health, her childhood was normal, until she was about ten years old, when her sight began to fail. When she was thirteen, she was totally blind. Her hearing remained, but as the child was sickly, she spent but a few months in school. At twenty-five she became totally deaf. She has always remained at home, and her father seems very devoted to her. The mother dying in 1929, she kept house for her father and a brother until the spring of 1930, when he brother married and brought his wife home. Having somehow learned of the Deaf-Mute Institute in Montreal, where a number of deaf-blind girls lived, she then asked to be taken there. She was admitted in May, 1930. She talks, of course, having heard until her middle twenties; but her speech is very indistinct and defective, owing to the loss of teeth and an operation on her nose, which gives a nasal tone to all her words, spoken very fast and often slurred. She never learned to read and write, but did learn her letters, and remembers them still, and immediately began picking up the letters in Braille, when these were found on the proper Latin letters, cut in wood and easy to trace by their shape. She is very neat in appearance, quiet, well-mannered, and docile.

VEINOT, Mary Jane. Canada.

Born 1901. Educated at School for Deaf, Halifax, Nova Scotia, which she still attends. Is likely to end her days there.

C. V. Michigan.

Born 1903. Lived in Connecticut a number of years. Niece of H. P. Does hand sewing for Detroit League for the Handicapped, and makes wash cloths for special orders. Lives with her mother. Reads and writes Braille.

N. V. Oregon.
Born 1909. Blind, and partially deaf. Educated at School for Blind, Salem, Oregon, but only finished seventh grade. Lives at home.

I. W. Georgia.
Adult. Lives with her mother.

Mrs. W. Vermont.
Adult.

E. W. Illinois.
Born 1850.

N. W. Ohio.
Adult. Deaf, with impaired sight; is gradually losing her sight. Speaks. Reads lips. Became deaf at twelve years. Educated after that at St. Joseph's Institute for Deaf, St. Louis, Mo. Both arms amputated above elbow, after accident in a laundry in which they were caught in a mangle.

E. W. Pennsylvania.
Born 1854. Totally blind since age of three. Partially deaf since 1924. Can hardly understand anything now. Reads embossed type. Lives with niece.

Mrs. J. W. Kansas.
Adult. Is German, and does not understand the English language. She is kept by the county at different places, or at least was, in 1928.

G. W. Pennsylvania.
Adult. Educated at Pennsylvania Institution for Deaf, Mt. Airy, Philadelphia, Pa., for several years. His teacher was Miss Julia Foley. Never got far in his studies, on account of illness. Was practically incorrigible when Miss Foley came to the school, but through her efforts he was changed into a boy of sunny disposition.

Mrs. C. W. Missouri.
Adult.

N. W. Maryland.
Born in Maryland in 1883. Was born with perfect sight and hearing. Parents were also normal. When quite young, scarlet

fever left her with defective sight and hearing. She was educated in a convent as a normal child, adjustments being made for her physical defects. She received a very good education, and was also well trained in music. Sight and hearing have continued to fail, until she is now blind, having perhaps mere light perception, and so deaf that she can carry on a conversation with but one person at a time, and that with great difficulty. She is very sensitive about her infirmities.

E. W. New York.
Adult.

G. W. Alabama.
Adult. Totally blind; partially deaf.

J. E. W. Pennsylvania.
Born 1865. Blind, and partially deaf. Physically good; mentally very vigorous. Is very deaf, and keeps almost entirely to himself. Reads a great deal.

R. W. Michigan.
Adult.

Mr. W. Oklahoma.
Born 1911. Blind and deaf. Needs education. Father is not financially able to send him to school.

G. W. Pennsylvania.
Adult. Works in shop for the blind. Educated at Pennsylvaina Institution for Instruction of Blind, Overbrook, Philadelphia, Pa. Was taught by their prospective Home Teachers, who were obliged to use the manual alphabet or to write words out on his palm. Results were excellent, and transformed his life.

A. W. New York.
Adult.

F. W. Missouri.
Adult. Educated at St. Joseph's Institute for Deaf, St. Louis, Mo., and was formerly inmate there. Now lives with her mother, who reports that everything that can be done for her is being done.

F. W. South Carolina.
Born 1901. Colored. Seemingly very apt, and learns easily.

R. H. W. Pennsylvania.
Adult. Blind, and partially deaf. Uses ear tube. Employed by United States Rubber Company; puts buckles on straps, and earns $15.00 a week.

D. W. New York.
Adult.

H. W. New York.
Adult.

M. W. Ohio.
Adult.

L. W. Alabama.
Adult. Totally blind; partially deaf.

F. C. W. Kansas.
Adult. Totally blind; partially deaf. Reads and writes New York Point. Uses an acousticon, and hears if persons speak loudly and in a well modulated voice. Lost sight in early childhood. Became deaf about ten years ago. Is entirely reconciled to blindness, but not to deafness. Is happily married. Was a broom manufacturer, and is now retired, having an income of several thousand a year.

P. E. W. California.
Born 1898. Partially deaf; partially blind—left ear deaf; left eye blind.

W. W. Pennsylvania.
Born 1874. Totally blind, and very deaf. Has worked in shop of Pennsylvania Association for Blind, Pittsburgh, since 1920. Physical health not good.

Mrs. E. W. Pennsylvania.
Adult. Deaf and blind for years. Lost sight when fifteen years of age, and hearing failed gradually. Reads embossed type. Writes with pencil.

F. W. Missouri.
Child. Colored. Deaf, dumb, blind, crippled, feeble-minded.

N. W. Maryland.
Adult.

S. C. W. Canada.
Adult. Not originally deaf, but has become so to a very large extent. Does not use manual alphabet, but can still hear some with aid of ear devices. Blind.

WILSON, Mrs. J. N. J. New Jersey.
Adult. Totally blind; not entirely deaf, but enough to make it a handicap for her. Since 1914, she has transcribed from all the raised types into Revised Braille, for the National Library for Blind, Washington, D. C. They have overdrawn their allowance at present, and there will be no more work until Congress makes an appropriation, but even then, there is not sufficient to do to keep her busy. Since 1919, she has proof-read for the Howe Publishing Society for the Blind, Cleveland, Ohio, but owing to lack of funds, they were forced to go out of business. She still does proof-reading for Board of Education, Cleveland, Ohio. Their supply of work is limited, as they transcribe only a few text books needed for the blind attending their public schools. She holds a certificate for proof-reading and transcribing from the Library of Congress, Washington, D. C. She reads all of the raised types. Typewrites. Is very anxious to secure employment in transcribing or proof-reading for any library, etc.

WINN (Winitzsky), Nellie. Massachusetts.
Born 1892. Educated at Perkins Institution and Massachusetts School for Blind, Watertown, Massachusetts. Is Polish. Changed name shortly after her father died, because of her brothers, who used new name in their business. Lives with her mother. Talks gutturally, and can scarcely be understood. Writes with pencil.

B. W. Connecticut.
Adult.

M. W. Illinois.
Born 1862. Reads all point prints. Typewrites. Lost sight at four. Hearing failed gradually, and for about fifteen years has had to communicate with manual alphabet and some signs.

Family lives in own home. She finds plenty to do around the house to keep her busy, and reads. Is well provided for.

WOODEN, Ralph R. California.
Born September 25, 1891, at Crested Butte, Colorado. Totally blind; partially deaf. Deaf-blind since twenty-one months of age. Cause given: "sickness." No hereditary causes indicated. Had measles, scarlet fever and mumps. Educated at Colorado School for Deaf and Blind, Colorado Springs. Is in good health; cheerful and pleasant; an unusually enquiring mind; a fair student. Made good progress in school, and learned to make brooms. Carried on a small broom business after leaving school. Entered school about September 25, 1898. Left 1911.

H. W. Wisconsin.
Adult.

H. W. California.
Adult.

C. Y. New York.
Adult.

A. M. Y. Illinois.
Blind, and partially deaf. Educated at Minnesota School for Blind, Faribault, Minn. Typewrites.

L. Z. Wisconsin.
Born 1870. Totally blind; partially deaf; totally deaf in one ear, and partially deaf in other. Has been blind since age of eleven. Reads New York Point. Typewrites.

F. Z. California.
Adult. Impaired vision and hearing.

Woman, name not given. Kansas.
Adult. Swedish. Has a very weak mind.

Man, name not given. Kansas.
Adult. Deaf-mute, blind. Lost sight late in life.

Woman, name not given. Michigan.
Adult. Reads embossed type.

Girl, name not given. Canada.
Born 1914. Deaf-blind, and paralyzed. Is in a hospital. Is said to be a mental case.

Woman, name not given. Canada.
Adult. Deaf, and partially blind. Can read when book is held very close to her eyes. Attends Deaf-Mute Institute, Montreal, Canada.

Woman, name not given. New York.
Adult. Deaf, with increasingly poor sight. Is a good lip-reader now, enough sight still remaining.

MODEL OF QUESTIONNAIRE

For Child or Untaught Person

1.—Name of person furnishing this information.....
2.—Address .....
3.—Parent, guardian, relative or friend?.....
4.—How long acquainted with case?.....
5.—Is there anybody else who could furnish information on this case? .....
If so, give name and address.....

General Information:

6.—Name of person whose case is reported.....
7.—Address .....
8.—With whom living? Give names.....
9.—Date of birth of person reported?.....
Birthplace .....
10.—Sex .....
11.—Religion of family?.....
12.—Age at loss of sight?.....
13.—Any vision remaining in either eye?..... About how much? .....
14.—Age at loss of hearing.....
15.—Any residual hearing?.....About how much?.....
16.—Are other senses normal?..... If not, describe.
Taste?..... Smell?..... Touch?.....
17.—What caused blindness?.....Deafness?.....
18.—From what other diseases, if any, has this person suffered? .....
19.—Are both parents living?.....Are they normal? .....Are they in good health?.....
20.—How many brothers and sisters?.....All living? ..... In good health?.....
21.—Any other cases of deafness or blindness in the family? .....If so, describe.....

Special Information.

22.—Was this person being reported healthy in childhood? Normal mentally and physically? Describe.....
.....

23.—Can he or she look after personal wants? Dress and undress? ..... Feeding habits? .....

24.—Has control of bathroom habits been established?.....

25.—Active? Playful? Curious?..... Describe.....
.....

26.—Moody, apathetic, violent or goodnatured?.....
Describe .....

27.—Ever had use of speech, if so, how long, and does any vestige of speech remain?.....
Describe voice .....
.....

28.—Any natural signs or other ways of expressing needs?....
.....

29.—Any memory for people, places and objects?.....
.....

30.—Any amusements or occupations? Describe.....

31.—Ever been corrected and disciplined? Why and how?....
.....What was the reaction?
.....

32.—Any other marked personal traits?.....

Training, if any.

33.—Any regular training attempted, at home or elsewhere? If so, describe.....

34.—At what age did those lessons begin?.....

35.—What results obtained?.....

36.—Has training stopped? If so, why?.....

37.—What can this child or person do at present?.....

38.—Any special aptitudes, likes, dislikes?.....
.....What has been easiest?.....
Hardest?.....

39.—Any habitual contacts with normal children and adults? If kept apart, why?.....

40.—Any other information?.....

MODEL OF QUESTIONNAIRE.

FOR BOYS AND GIRLS WITH SOME EDUCATION, FOR ADULTS, ACCIDENTAL CASES, ETC.

1.—Name of person furnishing this information.....

2.—Address .....

3.—Parent, wife or husband, guardian, relative or friend?

.....

4.—How long acquainted with case?.....

5.—Do you know of anyone else who could furnish information on this case? If so, give name and address.....

.....

General Information.

6.—Name of person whose case is reported.....

7.—Address .....

8.—With whom living? Give names.....

9.—Date of birth of person reported.....Birthplace

.....

10.—Citizenship .....

11.—Sex .....

12.—Single, married, widowed, or divorced?.....

13.—Age at loss of hearing?.....

14.—Age at loss of sight? .....

15.—Any hearing remaining?..... About how much?.....

16.—Any sight remaining?.....About how much?.....

17.—Cause of defective hearing?.....

18.—Cause of defective sight?.....

19.—Are other senses normal? Taste?....Smell?....Touch?...

20.—General health at present?.....

21.—What other diseases has this person suffered from?.....

.....

22.—Were parents both normal?.....If not, describe..

.....Are they now living?.....

In good health? .....

.....

23.—How many brothers and sisters?.....All living?

.....In good health?.....

24.—Any other cases of deafness and blindness in family? If so, describe.....
25—Has this person's oral speech been kept up?.....Is it growing imperfect?..... If so, describe.....
Describe voice .....
26.—What training has person had? Private lessons?.....
Grade schools?..... High School?.....
College or technical school?.....School for the deaf?.....
School for the blind?..... Other schools or special lessons?.....
27.—When did training stop?..... Why?.....
.....
28.—Can person write longhand legibly?.....
29.—Use typewriter? .....
30.—Use manual alphabet?.....Single or double hand?.....
.....
31.—Conventional sign language?.....
32.—Any other means of conversation?.....
33.—Any knowledge of Braille?.....Or other embossed systems? .....
34.—Any household activities?.....Manual crafts, such as basketry, caning, knitting, etc.?.....
35.—Cheerful or despondent?.....
36.—Special likes and dislikes and marked personal characteristics .....
37.—Religious affiliations? .....
38.—Keeping up social contacts and activities?.....
39.—Any other recreations or diversions?.....
40.—Any further information?.....

Stunt 73-74
Linne Magalowski - 91
[illegible]

HV1791 Rocheleau, Corinne. Mack,
R Thoise in dark silence:
The deaf-blind in North
America a record of
to-day. c.5

DA

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DATE	ISSUED TO

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